REPORT RESUMES

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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT, TRAINING AND PLACEMENT OF YOUTHFUL INMATES, DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. 9TH PROGRESS REPORT, FEBRUARY 1-MARCH 31, 1966.

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DURING THIS REPORTING PERIOD THE NUMBER OF INMATES WHO HAD PARTICIPATED IN THE PROGRAM OF EDUCATION AND HUMAN DEVELOPMENT REACHED 173. OF THE 114 GRADUATES, 92 WERE PLACED, FOUR RELEASED TO FACE ADDITIONAL CHARGES, TWO RELEASED TO AWAIT PLACEMENT, AND 16 RELEASED TO AWAIT PAROLE. INSERVICE STAFF TRAINING WAS CONDUCTED FOR DEVELOPING PROGRAMED MATERIALS, RATING STUDENTS, DESIGNING RATING SCALES, AND CONSTRUCTING TESTS. A "PICTURE VOCATIONAL INVENTORY" DEVELOPED BY THE COUNSELING AND EVALUATION SUPERVISOR WAS TO BE USED IN ASSESSING NEW TRAINING APPLICANTS IN THIS AND SIMILAR PROGRAMS. A WORKING DEFINITION OF THE TERM "RECIDIVISM" WAS BEING DEVELOPED FOR USE IN FOLLOWUP REPORTS. THE APPENDIXES INCLUDE A DISCUSSION OF COMMUNITY INVOLVEMENT, A PAPER ON THE TEACHER'S ROLE FOR THE DISADVANTAGED, A FIELD TEST REPORT ON PROGRAMED LESSONS, AN INSTRUCTOR'S GUIDE TO PROGRAMED LESSONS, AND STUDENT CASE SUMMARIES. (EM)

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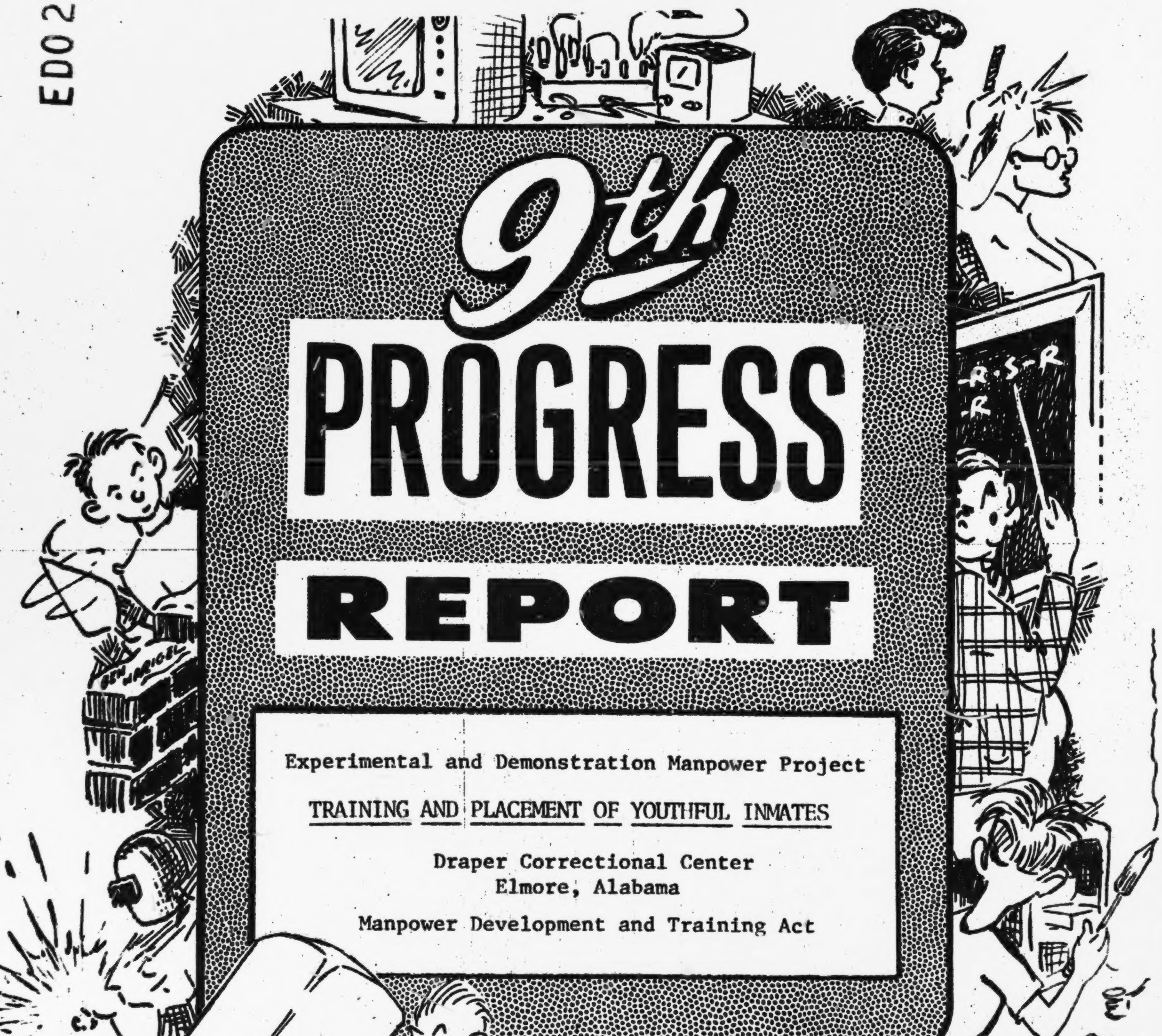

9th PROGRESS REPORT

Experimental and Demonstration Manpower Project

TRAINING AND PLACEMENT OF YOUTHFUL INMATES

Draper Correctional Center
Elmore, Alabama

Manpower Development and Training Act

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February 1, 1966 - March 31, 1966

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PROGRESS REPORT

February 1, 1966 to April 1, 1966

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

The follow-up findings of the Draper Vocational Experimental-Demonstration Project for training and placement of youthful offenders simply point up and document problems that parole supervisors throughout Alabama have for years experienced in trying to guide parolees toward acceptable behavior in the "free world." Alabama's parole supervisors have extremely heavy caseloads--as many as 300 parolees and probationers are assigned to one supervisor, in some areas, as compared to the recommended 50, by national standards. Merely being available for each of his 300 charges to report to him once each month leaves the average parole supervisor little time for the work he must do for the courts, his record-keeping activities, and the investigations he must make. The average supervisor has little time left for visiting inmates before they are released from prison in order to begin a relationship with them that would continue from the institution into the community. Even less time has he to visit the parolees who are not in trouble but who desperately need his visits, encouragement, and approval to keep them working toward suitable goals.

It would seem, then, that the problems a parolee faces upon entering the free world--problems that have been discovered by parole supervisors and confirmed by the Draper program--have vast implications for a community which is earnestly concerned for the salvage of human beings. These are problems that may be solved by members of free society, if they are trained to recognize the problems and meet them head-on. However, such a task is not as easy as taking a parolee by the hand and evangelizing to him on the values of being good, as any parole supervisor can confirm. Rather, the released offender must be gradually guided into a new way of life by a community which is interested, informed, and involved.

Already community members throughout the state have expressed interest in the educational and human development programs at Draper, and many have indicated their willingness to assist in the efforts being made to rehabilitate the offender. The question the Draper experimental project must pose is, can the interest of the communities be generated sufficiently to actively involve citizens of the free world in the enculturation of released offenders?

Purposes and E & D Features

The purpose of the experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of a minimum of 120 youthful inmates whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction techniques and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of training time without sacrifice of quality or quantity is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate the following:

1. Institutionalized youthful offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.
2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training methods.
3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.
5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the parolee.
6. Male college students employed by the project who are studying counseling and guidance can receive qualified field training for practicum credit.
7. Volunteers can be recruited from the surrounding communities to assist in the personal-social prerelease program.
8. Community involvement can be generated to establish local

committees to sponsor individual inmates who will be paroled to the community.

Certain additional E & D features, consistent with the original objectives, have emerged as a result of our experiences during the first year of operation. We will continue to pursue the original objectives and experiment with these additional features.

Additional Features

9. Acceptance of older inmates who are currently not permitted to receive vocational training can result in the project's reaching men who qualify in every other respect and are strongly motivated to receive the benefits of vocational and personal-social training as preparation for their release to free society.
10. Early screening and evaluation of potentially eligible candidates for training will allow referral of those with great basic education deficiencies to Draper's Experimental Academic School wherein they can be prepared in less than six months to enter vocational courses and succeed in passing all required work.
11. Through his experience in placement activities, the Job Placement Officer can prepare guidelines for a prerelease program that would make inmates available prior to actual parole for personal job interviews and for personal-social guidance by community groups.
12. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the

evaluative data accumulated by the project in the pursuit of its goals.

Administration

The Outstanding Student Program is having a very favorable impact upon the trainees, now that some of the problems with regard to rating students have been solved. We arranged for cash awards and recognition to be given with ceremony--awards are made in a chapel program where all of the trainees, their instructors, and key staff members are assembled. Before awards are made, the Placement Officer and Follow-up Counselor report on the latest progress in job placement and the experiences of former trainees who are now in an on-the-job situation in free society.

During the first assembly, several students were overheard by a staff member discussing the outcome of the program. Considering themselves to be masters of prediction, each stated he was certain he knew who would win the honors each time. It was the belief of these trainees that the same student would be selected for each two-week period. These "predictors" registered real surprise when awards were made for the second bi-weekly period, and several students other than those who had first won captured the honors. Thus, a few of the trainees who were skeptical of the award system became more involved in the contest.

In addition to a chapel program which honors the outstanding students every two weeks, an article is written about them and published in the prison newspaper. Further, their pictures are posted on the bulletin board for a period of two weeks, until pictures of subsequent winners replace them.

The photographs are later presented to the winners as another form of reward, since inmates generally appreciate having pictures of themselves to send home. Unfortunately, the prison newspaper is being discontinued. However, a memorandum from the Project Director to the Warden recording the student's outstanding progress during vocational training will continue to be placed in each winning student's prison jacket (file).

Of real aid to the instructors in rating students for this award was an in-service training seminar on rating and rating scales which was attended by the entire staff. The seminar was conducted on March 23 by Major Irving B. Wicker of the Academic Instructor and Allied Officer School at Maxwell Air Force Base. Major Wicker also helped several staff members evaluate the rating form being used in the outstanding student program, and staff members were glad to learn that the rating form meets the Air Force criteria for a good rating scale.

One hour of instruction on "Testing" was given the entire staff the previous week by another of the Academic Instructor and Allied Officer School personnel, Major Stan Viall.

Ten staff members are receiving in-service training on the "Art of Preparing Programmed Instructional Materials." The first workshop began on March 7 and was conducted by a staff member of Performance Systems, Inc. of New York--a firm which is continuing the programming activities of the Information and Training Division of McGraw-Hill Company. Mr. Samuel Katz conducted classes for staff members six hours each day for five days, a total of 30 instructional hours, for the first section of the workshop. The following general topics were covered:

An Overview of the Programming Process

Program Design

Frame Writing

Program Editing

Program Evaluation

Each workshop participant was assigned to write a program composed of from 20 to 60 frames in order to have it ready for Mr. Katz' evaluation on his return to Draper in May when he will conduct the second section of the programming workshop.

The Mathetical system of programming is the programming approach used in constructing programmed lessons for the MDTA program at Draper. The Materials Development Unit's Chief Programmer, Joe Harless, in continuing in-service training in programming techniques by presenting a two-hour session each week on mathetical programming to the same staff members who participated in the former workshop. The first session was held on March 24 and began with a post-test. Mr. Harless then explored the Mathetical system as compared to "classic" programming. The training being offered staff members in Mathetical programming is essentially the same type of training Technical Writing trainees receive.

Two College Corpsmen have resigned their positions to assume their tours of duty in the armed services. We are interviewing applicants for these two positions and will employ two more college students as soon as possible, since their services will be greatly relied upon during the recruitment, prevocational, and selection period that will begin the first day of May.

Martha Terry, a graduate of the University of Alabama who holds a B.S. degree with majors in Secondary Education and English, began work on February 21. Her experience of three and one-half years as writer and librarian for the Alabama Department of Pensions and Security and five and one-half years as Director of the Division of Health Education, Alabama Department of Public Health, highly qualify her for the MDU Program Editor position.

Michael McGaulley, Programmer for the MDU, has resigned and will travel to Europe where he will present several papers to the National Programmed Learning Conference in Leicestershire, England. It is regrettable that he will not return to the project, for he has served the Materials Development Unit capably as a programmer; but he plans to continue his studies while he is in Europe. Fortunately, we have already filled his position. Howard F. Beringer, a programmer who has had considerable experience with the Air Force and is capable of immediate production, will join the staff on April 1.

Mary S. Morris resigned from the Clerk-Stenographer III position on February 28. Sara Freeman, Clerk-Typist for the vocational training division, was moved into the Clerk-Stenographer position vacated by Mary Morris, and Eloise White, Clerk-Typist for the experimental program, was promoted to Clerk-Stenographer. One Clerk-Typist position remains open.

Dr. Howard Matthews, Director of Field Administration, Manpower Development and Training, has been invited to address the graduating class on April 29 by Mr. J. F. Ingram, Director of the Division of Vocational Education, Alabama Department of Education.

During the next reporting period, staff members will be involved in writing programmed lessons and planning for graduation exercises in addition to their routine assignments. Several staff members have begun work on several proposals, as follows:

1. A Proposed Youth Development Center for Parolees and Probationers
2. A Prevocational Package for Disadvantaged Youth
3. A Proposed Training Program for Teachers of Disadvantaged Youth

Public relations activities during this period are listed in Appendix A. Section 1, "Conferences, Tours, and Presentations." Community interest and involvement is being generated as the project's efforts and purposes are becoming more widely recognized throughout the state, and the aid of community members has been enlisted in numerous phases of the educational and human development programs at Draper. (Refer to Appendix A, Section 2, "Community Involvement.")

Recruitment

Prevocational training for Welding, Barbering, Bricklaying, Electrical Appliance Repair, and Auto Service Station Mechanic-Attendant Courses has been scheduled for May 2 through May 13. Application forms are made available to prospective inmate trainees through the Guard's Office, and other forms are placed in the Barbering Classroom and the Experimental Academic School, both of which are located inside the main prison. To date, 90 applications have been received. Seventy-five applicants have been administered the Metropolitan Achievement Test. A partial list of prospective trainees has been forwarded to the Pardons and Paroles Board for their consideration in establishing parole review dates to coincide with completion of course--a prerequisite for an inmate's being admitted into the vocational program. Interviewing of applicants began on March 15, and a number of the prospective trainees are presently enrolled in the Experimental Academic School day program or night school basic education classes in preparation for their being accepted for vocational training.

Although 90 inmates have applied for training, many of them cannot be accepted because their parole dates are either too long or too short to coincide with course completion. Mindful of this factor, the Project Director sought the assistance of present trainees during the chapel assembly program in recruiting more applicants.

Now that a new state trade school has opened at Draper, the coordination of recruitment activities for the MDTA project, the trade school, and the academic program is being investigated with the Draper Classification Officer. New policies will be reported in the next progress report.

Counseling

Students who need or request interviews with counselors are usually referred to the Counseling Department by their instructors. Counselors and instructors agreed to try a different approach to counseling by scheduling at least one interview for each of the trainees. Eighty-one of the total 83 trainees were counseled at least once concerning one or more of the following problems:

1. Course progress
2. Grade level

3. Test scores
4. Cause of offense for which sentence was received
5. Parole or release plans
6. Family relationships
7. Military service, if any
8. Pending charges, if any

A few other interviews were held concerning holdovers which demanded attention. The most notable "holdover" accomplishment is described, as follows:

A bricklaying trainee had five felony charges pending. At the beginning of his training, attempts were made to get the charges resolved. Now, civil authorities have agreed to drop four of the charges and give a sentence of one year plus one day on the remaining charge, this sentence to run concurrently with his present one.

Counselors have found that a few of our trainees may be eligible for the new G. I. bill which would entitle them to further education and training, with pay.

Three students have been dropped during this reporting period. One was dropped from the Bricklaying class due to the length of time he was kept away from school for a trial. Another Bricklaying student was dropped due to his misbehavior inside the prison. He was placed in solitary confinement for charges of having forced another inmate into sex activities. One Electrical Appliance Repair student was making good progress in remedial classes but had to be dropped because of his lack of interest in shop work. He has plans to go to college which accounts for his intense interest in basic education subjects.

A breakdown of current enrollment is as follows:

Class	Enrollment	Number Dropped	Reasons		Total Enrollment
			Good	Bad	
ASSMA	13	0			13
Welding	12	0			12
Tech. Writing	10	0			10
Radio-TV Repair	10	0			10
Bricklaying	12	2	x	x	10
SEAR	13	1		x	12
Barber	13	0			13
Total	83	3			80

An incentive grading system developed cooperatively by students and staff members was put into effect for the grading period ending March 4. Students are graded with a defined point system on reliability, personal relations, personal hygiene, and training progress. An outstanding student is selected from each class for every two-week period. He receives 50 cents as an award and becomes eligible for the $5 reward at graduation. The opportunity to receive the $5 award is based on accumulative points the student has been awarded throughout training. (Note: The trainee's conduct in the vocational school as well as within the entire prison is considered. If any disciplinary action must be taken against an inmate trainee, the Warden deducts points from those the student may have otherwise accumulated.)

The impact of the clinical psychologist's approach to counseling in which he now trains instructors to work directly with the students in their classes is being felt strongly with the third section of trainees. Many inmates seek advice from their instructors about personal problems. Most of the time they seem to require more attention than they need advice; and if an instructor spends time in discussing their problems with them, the trainees usually come up with their own solutions. However, the counseling techniques instructors have learned from the clinical psychologist have been helpful to them in guiding the trainees to consider several solutions to problems before making a decision. Once trainees gain the personal attention and assistance they need, their attitudes and behavior seem to improve.

The Supplementary Instructor found that if he would listen carefully to what students said in "bull sessions," he could obtain a clue to their various interests. Many times during the class recess, he would approach an inmate and ask him something about the subject in which the trainee had expressed interest. After trying this technique for several days, this instructor noted a decided change in most of his students' attitudes when they returned to class after recess. Several were less hostile, others more willing to participate in the class discussion. He has continued to nurture this feeble budding of a relationship between teacher and student by keeping informed about his students' various interests and taking time for informal chats with each of them. The students soon began to respond by sharing items of interest with him. One student brought to class a set of Earl Nightingale tapes for the class to hear. Although there may not be enough time in six months for the instructor to establish a very strong relationship with his students, he hopes that the six months practice that students get in learning to relate to each of their instructors will somehow enable them to be prepared to transfer this ability to relate to others with whom they will work and know in the free world.

A very emotionally-moving case study which involved the Supplementary

Instructor, the Auto Service Station Mechanic-Attendant Instructor, the Counselors, and a psychologically disturbed trainee is included in Appendix B, "A Teacher's Role with the Disadvantaged."

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is being coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques that are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. These vocational programs are designed to individualize training for a group of male, youthful offenders who are clearly hardcore employment problems upon release from prison. Our further purpose is to develop the necessary guides that will make such materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project are as follows: Combination Welding, Radio and T.V. Repair, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Technical Writing
2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:
    a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand
    b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of a training job
3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole
4. To make available to correctional and public educational institutions both the training materials and the procedures for their use

The MDTA codes, occupational titles, DOT codes, length of training, and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	Length of Training	Number of Trainees
Ala-(M)6068-001	Combination Welder	4-85.040	26 weeks	12
Ala-(M)6068-002	Small Electric Appliance Repairman	7-83.058	26 weeks	12
Ala-(M)6068-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(M)6068-004	Automobile Serv. Sta. Mech.-Attendant	7-81.011	26 weeks	13
Ala-(M)6068-005	Barber	1-21.01	26 weeks	13
Ala-(M)6068-006	Technical Writer	0.06.90	52 weeks	10
Ala-(M)6068-007	Bricklayer	5-24.011	26 weeks	10
				80

Six-month courses began November 1, 1965, and will end April 29, 1966. Twelve-month courses began November 1, 1965, and will end November 15, 1966.

Remedial (Basic Education)

Individualized instruction means the refined assessment of individual deficiencies and a tailored prescription to overcome them. For example, it is not enough to know that Jimmy can't do long division--this is, he doesn't come up with the right answer consistently. What is vital to know is, out of the hundreds of operations and bits of knowledge that are implicit in arriving at the correct answer, what specific operations doesn't Jimmy know. Achievement tests are only helpful in pointing to broad gaps in knowledge. What is needed is a refined instrument of assessment. Experimentation with fractions has resulted in the Remedial Instructor and one of the Materials Development Unit programmers working together on a "fractions laboratory" in an effort to assess just what specific operations in the use of fractions a trainee does not know. A flow chart--which allows both the programmer and the subject-matter specialist to view the sequence of behaviors in say, "adding fractions," in their relationship to prerequisites and place in the curriculum--has proved of benefit in this experimentation. The chart forces the programmer and the subject-matter specialist to "unitize" the behaviors into delimited areas for clarity. The chart further serves the programmer and the instructor as a realistic lesson plan. Experimentation with this proposed "Package of Programs" is still underway; however, experiences with, and results of, its use should be ready for the next progress report. This package method appears to be a highly individualized approach to training in that it will allow the instructor to precisely prescribe for each student's exact deficiency. Most published programs being used by the Remedial Instructor require students who need only certain parts of the subject-matter to take an entire program in order to remedy a finite need. Look for further information in the next report.

Although the trainees currently in training have not completed as many programs as did their predecessors, they of necessity applied themselves much more diligently to their remedial studies for their basic educational levels were extremely low when they entered training. Since the current trainees had so far up the educational ladder to go in comparison to other trainees, they did not complete programmed materials as rapidly as did the former trainees.

On March 24 and 25, Dr. John W. McCollum of Social, Education Research and Development, Inc., Washington, D. C., interviewed the Warden and key project personnel as he began a Follow-up Study of the Basic Education Components of the CMPER Experimental and Demonstration program. This Follow-up Study is designed to evaluate the Draper E & D Project from the point of view of the impact of its basic education component. We quote from a proposal submitted by Social, Educational Research and Development, Inc., as follows:

"Increasingly, MDTA programs are recognizing the need of basic education in training programs. And in most Experimental and Demonstration projects in one way or the other some basic education is involved. However, we are, in terms of basic education for adults, in a situation of 'educational lag.' Little is known of how the process works most effectively, the most efficient content, and the right combination of instructional, motivation and presentation variables. Thus, the basic question to which this evaluation is addressed: What is the impact on the trainees of the basic education component of MDTA projects? The problem is subtle and complex: the impact of the job training component moves in an obvious direction. If the trainee is able to hold a job that prior to training he could not do, then the impact is obvious. This is not so obvious with basic education.

"Specifically the study will involve these lines of inquiry:

"1. The educational situation: The study will describe and evaluate the overall instructional process--the kind of teaching, approaches to the students, materials used, the extent to which job training and basic education were integrated, classroom organization, and the educational achievement level students entered and left the program with. (This will be achieved by interviews with school officials and in effect a reconstruction of the classroom situation.)

"2. Basic education and work: The study will focus on the extent to which skills learned in basic education are required and used at work. (This data will be gathered by presenting the respondents, former students, with check lists that will elicit the possible ways in which basic education skills are used.)

"3. Retention of basic education: Respondents will be tested to determine the skill level at which they are now functioning. This will be compared with their level when they entered the program and the level they were functioning at when they completed the program.

"4. Student conceptions and attitudes toward the training program: Respondents will be queried in terms of their attitudes toward the basic education component of the program, what they expected, what they think they got, etc. (This data will be gathered by means of depth questions.)

"5. Basic education and self-concepts: One aspect of the study will focus on the self-conception respondents have of themselves and the extent to which any manifest difference appears that might be reflected in the basic education and training program. (This data will be gathered by means of depth questions, sentence completion questions, or cases that will elicit the respondents' conception of what education does to a person.)

"6. Basic education and the home and community situation: The study will evaluate the extent to which the home and community environment support or retard basic education skills the person may have acquired. (This data will be gathered in the home where the interviews will occur. The interviewers will be required to observe and judge the home situation in terms of supporting basic education and the broader community outlets.)

"7. Basic education and non-work life: The study will inquire as to other areas where the education may have had an impact on the lives of students--family, children, consumer behavior. (This data will be gathered by asking specific questions as to what the respondent now does and did not do prior to the schooling.)"

Dr. McCollum, Principal Investigator, and other members of his firm have begun consultation with the staff members of the Draper E & D Project, and will later visit trainees who are working in the free world. The Research Analyst has prepared certain case studies for Dr. McCollum's report which are included in the Follow-up Section of this report.

Supplementary

In assisting inmate trainees in their personal-social development, the Supplementary Instructor strives to meet the trainees on a level and with a language they can understand. He also uses apparatuses (tape recorders, motion picture projectors, etc.) which are in themselves intriguing. Apparatuses provide the opportunity for physical manipulation and add a touch of glamor and allure to what might otherwise be considered drab proceedings to these inmate trainees.

While it is hardly likely that these techniques of instruction, in themselves, will lead to profound and long-range effects, it is equally unlikely that a Supplementary program which does not include such elements will meet with much success. In one instance, the use of a tape recorder proved to be the means of helping to remove one of the trainee's emotional blocks to communicating with his fellowmen. (Refer to "A Teacher's Role with the Disadvantaged" in Appendix B.) Therefore, the instructor attempts to have some sort of training aid (visual or audible) available for each session. He is eager to use the transparancies described in the last progress report, and they should be ready for use in the next week or so. The transparancies are being prepared by the artists in the Materials Development Unit during the hours when they do not have assignments from that department.

Mr. Earl Pippin of the Alabama Consumer Finance Association in Montgomery presented a forum for this course on credit--ways of establishing credit and different ways to finance in order to avoid the pitfalls of credit.

Follow-up data indicate that the majority of young men who are violating their paroles are doing so because they lack the ability or sustained desire to solve the many problems they encounter in the free world, to make sound decisions, and to effectively manage their earnings. Such data call for more emphasis during personal-social training in the areas of personal discipline and decision-making. More emphasis will be given to teaching trainees pardons and parole rules and regulations so that they may fully understand the importance of good relationships with their supervisors. (Refer to Follow-up Section.)

More emphasis is being given to patriotism, current events, and safety practices than had been included in the original curriculum for the Supplementary Course. Since the current trainees had such low reading levels when they entered training, emphasis on reading skills has also been included.

Two hours of supplementary training per week is provided all trainees in order that they may be taught those personal and social skills that are necessary for them to function successfully in free society. Certain trainees in those occupations which market goods and/or services are provided two additional hours of training in Distributive Education.

Shop and Related Classroom

Two of the AUTO SERVICE STATION MECHANIC-ATTENDANT students are building an automobile engine with cut-away parts. This training aid will demonstrate the movement of internal engine parts and should accelerate the teaching of engine operation.

The BARBERING Instructor has outlined a plan to produce a new 35 mm slide series which will give detailed instruction in the areas of flat-top crewcuts and other areas of a haircut. The slide series is needed to supplement the slides he had previously purchased. The set will consist of approximately 40 to 60 frames.

One of the Barbering students has begun college preparatory work.

Field service representatives of various large appliance manufacturing companies are invited to demonstrate the operation of their equipment and its proper repair to the ELECTRICAL APPLIANCE REPAIR trainees. An RCA Whirlpool representative visited the project during this reporting period and gave such a demonstration. This instructor reports his plan to use an old heater coil, motor, single pole, and double throw switch in constructing a teaching aid that will assist him in effectively instructing his students in tracing circuits.

The ELECTRICAL APPLIANCE REPAIR Instructor is able to pick up job leads and secure contributions of training aids through his affiliation with the trade organization.

The demand for programmed lessons which are being designed, developed, tried out, and published for use with disadvantaged populations has pressed into activity all components of the Materials Development Unit. Therefore, its Chief Programmer, who serves in a dual role as TECHNICAL WRITING Instructor, has been forced to rely upon the concerted efforts of his staff to train students through lectures and demonstrations in communicative writing and the development of related skills. Although the effectiveness of using different teachers for the same subject matter has been demonstrated, the present class has had less benefit of personal instruction in the initial stages of training and less day-by-day supervision than former trainees. Yet, the five full-time trainees have performed to an excellent level in terms of attention and care to assignments. The other five trainees who began part-time training in one of the other six skill areas much later than their fellow students were allowed time to catch up with their shop and related work prior to being given Technical Writing assignments.

Each of ten students has to date written at least one simple trial program. The programs indicate that all students except one have grasped at least the basic concepts of programming. Although these students have had less theory than former trainees, they are unusually intelligent and quick to learn, and they are functioning adequately and well ahead of former trainees. Their progress can be attributed, in part, to better preparation for the course, for present trainees have taken more programmed materials (in the Academic School) than the students in the previous course.

During the next reporting period each trainee will be given individual assistance on his particular project. Lectures and demonstrations will be continued when a common problem is observed or when all students are at a common level of learning.

All of the Technical Writing students desire to prepare themselves for college, but programmed instructional courses available within the project are inadequate for their comparatively advanced level. The staff of the Experimental Academic School at Draper is making an effort to locate and prescribe programs or parts of programs that are suitable for their college preparatory work.

Experiences encountered in attempts to place graduates of this course in training-related jobs have made it fairly obvious that many of the trainees will not likely be able to practice this trade as free men. (Refer to Job Development and Placement.) Therefore, trainees are being given the opportunity to work as writers-in-residence (refer to 4th Progress Report, page 12) so that they may have skill training in a trade for which placement is more opportune in this region of the country. A new schedule for the next six months of training will be included in the next report.

Materials Development Unit

Three MDU staff members have prepared technical papers to be presented at the National Programmed Learning Conference at Laughborough Training College, Leicestershire, England, on April 15-18. Michael McGaulley will present all three papers which cover, and sometimes overlap, areas that deal with the production of mathetical programs--a theoretical basis, a description and survey of mathetical programs, and a case study of the mathetical unit at Draper.

These papers will be published in a monograph which describes the experiences of the Materials Development Unit of the Draper Vocational

E & D Project, but copies may be requested, at present, from the Project Director.

A short program was designed to introduce educators to three approaches to programmed instruction. Upon completion of this lesson, the student will be able to recognize three distinct programming approaches and the characteristics of each. The program was tried out by staff members in an effort to prepare them for the in-service training they would receive in programming. It will also be included in the MDU monograph, along with tryout results.

As part of his training in programming, the Supplementary Instructor is preparing a linear program on "Introduction to Credit," a subject which is also being treated by the Materials Development Unit as a part of the Living Skills Series. A comparative study of the linear and the mathetical approaches to programming this subject matter will be made. As part of the experimental design, the two staff members will be guided by the same set of objectives and the same criterion exam. Comparative data will be collected and will include the number of hours spent on preparation, the bulk of the final lessons, the number of hours students require to complete the courses, and pre- and post-test scores.

The following programs have been validated in individual tryouts and field tests:

Recognizing Electric Circuit Symbols

Recognizing Electronic Circuit Symbols

Soldering Leads

Introduction to the VOM

Tools and Areas of the Haircut

Mortar Mixing

Applying for a Job

Servicing Carburetor Air Cleaners

Estimating Brick Courses

One large block of field tests have been completed. The results are tabulated and reported in Appendix C. This Appendix also describes the field test students, conditions, procedure, retention study, curriculum installation, student reactions to the programs, and states summary and conclusions based on the field tests. The programs (listed above) will be available from Mr. A. E. Houk, Supervisor, Manpower, Development and Training, Division of Vocational Education, Alabama Department of Education, Montgomery, Alabama.

An "Instructor's Manual for Programmed Lessons" has been developed for use with programs which will be released from Mr. Houk's office. A copy of the manual is included in Appendix C .

Partial validation has been accomplished with two other programs, as listed below; however, additional field tests of these programs are warranted:

Introduction to Electricity (Part 1)

Introduction to Letter Writing

The individual tryout of the program, "How An Auto Runs"(Parts 1 and 2) proved that this program needed to be broken down into smaller subject matter packages. Another program, "The Barber's Four Steps," is almost ready for individual tryout.

Still other programs are being analyzed and prepared, as follows:

Developing Good Job Habits

Introduction to Table Manners

How to Dress

Introduction to Credit

Living Within Your Income

Fractions Package (Many sub-lessons)

Testing a Simple Circuit

Replacing Resistors

With the purchase of an offset duplicator, the MDU is now completely equipped as an in-house programming unit which is capable of carrying material development from the stage of recognizing training inadequacies to the proposed remedy--a physical lesson.

A major reorganization of office space, chain of command, production procedures, and philosophy of the Materials Development Unit, in view of the results of the past year's experimentation, is being studied and planned.

Job Development and Placement

Now that the Draper project is becoming more widely known, several employers have visited Draper to interview members of classes who will graduate April 29. In certain cases, the trainees' families, their ministers, or friends in their hometowns have been instrumental in assisting the Placement Officer and Follow-up Counselor during the month before graduation when activities are heavily concentrated in getting jobs for the graduates.

The prospects of placing all of the 59 inmates who will graduate in April, as soon as their parole dates are set, seem very good. Already, over 100 employers throughout the state have hired at least one graduate; five employers have hired two or more of our previous graduates, and employers are requesting more of the new group.

Experience has taught the staff that it is somewhat demoralizing to hold a graduate in prison for very long after he has completed training because a "training-related" job is not immediately available. Therefore, a few of the boys who have completed training are being released to non-related, temporary jobs. However, they are encouraged toward and assisted in seeking employment in a training-related field as soon as possible. Most of these temporary, non-related jobs are secured with employers who are accustomed to a rapid turnover in their personnel, such as service station owners, etc. The employer who is accustomed to rapid turnover in his personnel is not as reluctant to let the graduate leave his employment when he does find employment in a training-related field.

From a practical standpoint, it is easier for the Placement Officer to get a training-related job for a boy once the graduate is "free" for personal interview, testing, etc. However, if the Placement Officer finds that a graduate who has been placed in a temporary job, not related to his training, is satisfied and doing well, he does not encourage the boy to make a change.

Only two of our 114 graduates who have become eligible for parole remain in prison because they cannot be placed in a job. One boy, a graduate of the Electrical Appliance Repair Class, has a low educational achievement level, is emotionally immature, and is additionally handicapped by a speech impediment. His father and mother live in a rural area of South Alabama and have both been "on relief" for years and live in abject poverty.

The Placement Officer visited a prospective employer who owns an appliance store in the boy's hometown. The man knows our graduate; he also knows his mother and father. Although he needed an appliance repairman and he wanted to help the graduate, even favorably considered hiring him, he finally decided the risk was too great. His decision was based on the reputation of the graduate's father.

"If I hire this man, his father will be here at the store every day, worrying me, worrying his son, and wanting to borrow money from us all. Everyone in the community knows what a bum he is, and I just can't afford to have him hanging around my store."

The Placement Officer reminded the prospective employer that the graduate would not only be under the supervision of his parole supervisor, but would also be furnished supportive services by the Draper project's Follow-up Counselor. But he was unable to convince the appliance store owner that such supervision could alleviate the problems that would be encountered with the boy's father and the family's reputation. In fact, the prospective employer felt the family's reputation alone would probably prohibit any one else in the town from hiring the graduate.

We had previously sought a job for this graduate in another small Alabama town, a town where his grandmother, with whom he might reside, lives. An appliance store owner there agreed to hire the graduate provided he had a driver's license or driving experience. The employer needed a man to send out on deliveries as well as to do repair work, but he did not have time to train someone to drive.

Unfortunately, the boy had never had a driver's license or any driving experience. And, while he is in prison, there is no possibility of his obtaining either.

In another attempt to place this trainee, the Placement Officer worked with a minister in the boy's hometown. The minister approached the businessmen in the community to explain the necessity of his getting a job, in any type of trade, but the family's reputation again interfered, for the businessmen felt they could not afford to hire him.

The project feels responsible for seeing that his home program is a suitable one. The staff is trying to place him in a job in a metropolitan area where he would have to live in a boarding house. It is against our best judgment that we seek this last alternative, for his immaturity and the fact that he has never been away from home indicate little chance for him in a metropolitan area. There he will receive very little of the personal supervision he needs.

The tragedy of this case is that the boy gave up being paroled six months early in order to take advantage of this training and complete the course.

A Negro boy who is 17 years of age has not been placed in a job. His father is himself serving on parole from a "life" sentence for murder. He is a "respectable citizen" who has a "respectable job," and he is afraid to make any further efforts to help his son for fear of getting his own parole revoked. Since the father's previous efforts with his son had failed--he attempted to help him before when the boy got into trouble as a juvenile--he feels he is "through" with his son. He told the Placement

Officer, "I will not have him back in my home. Every time I have tried to help him, he messes up. I cannot help him anymore."

There is no one else in the community who will accept the responsibility of this 17 year-old boy whose immaturity warns against his being placed in a boarding house where there is usually very little supervision, if any. Contributing to the problem of finding the trainee a suitable home program is the fact that he was one of the less successful students in training, and finding a job for him is difficult for he actually needs further training. He dreams of "going up North," but he knows no one in that section of the country who will assume the responsibility of serving as his sponsor.

This graduate is considered to be too immature to be out on his own. The Placement Officer continues his efforts to persuade the father that the boy's plight seems hopeless, unless he agrees to give him another chance.

Because of the age factor and his immaturity--he reacts on the maturity level of a 12 or 13 year-old, although he is actually 17--there is no other suitable program available for this trainee at the present time. Perhaps he can be referred to the Basic Education night courses at Draper to further his education, but he also needs more skill training to bring him up to an entry-level performance capability. Additionally, he needs further counseling and a suitable home program.

Barbers are always in demand and are, therefore, the graduates who are most immediately placed. We have not been able to make any further progress toward getting local barbering commissions in metropolitan areas to change their policies of prohibiting ex-convicts from being licensed as barbers. We have continued, of necessity, to place most of the barbering graduates in small, rural towns where their opportunities for building up large trades are limited to some extent by the populations and where their pay scale is low and remains so because there are no unions.

Service Station Mechanic-Attendants have been more successfully placed in jobs since the emphasis in training has been shifted to tune-up work and minor repairs.

Bricklaying, Electrical Appliance Repair, and Welding are the trades which are affected by the seasonal production of the area. The weather adversely affects the Bricklaying trade during winter months. During the month preceding Christmas, people do not normally buy many electrical appliances nor have appliances repaired for they are concentrating on saving for, buying, and paying for Christmas gifts and festivities. It is also too early, at this time, for repair to air conditioning and large industrial equipment. The best earning potential for electrical appliance repairmen lies in the repair of larger appliances, industrial refrigeration, and air conditioning equipment. The agricultural and lumber industries require repair of large industrial motors for cotton gins and sawmills, but again the demand for this type of repair work is seasonal. Welders, too, are often placed in jobs which are dependent upon the summer production season for work. Orders for cotton gin machinery, peanut-picking machinery, or the repair of such equipment, are received in February and March. Trainees who graduate at the end of April should be easily placed in good jobs in each of the trade areas.

Follow-up

Webster's Unabridged Dictionary defines "recidivism" as: "a tendency to relapse into a previous condition or mode of behavior < a study of ~ in mental patients > ; *specif*: repeated relapse into criminal or delinquent habits <unemployment of discharged prisoners is at the root of much of the ~ that is overcrowding the prisons--*Survey Midmonthly* >." When the Draper project began to deal with *statistical data* concerning recidivism, however, we found it difficult to arrive at a clear-cut definition that would apply equally to the varied patterns of behavior of those human beings who provide the statistics. Therefore, the Counseling and Evaluation Supervisor elicited information from people throughout the country who are knowledgeable in the field of corrections, probation, and parole. He forwarded a questionnaire which asked for their expert opinions concerning a "clear-cut" definition of recidivism. Replies are being received and analyzed in order that conclusions may be reached as to how this project should treat the word statistically.

Until these conclusions have been drawn (and recorded in a future report), we shall, for the present and for purposes of reporting follow-up findings, define a RECIDIVIST as one of our releasees who either has been returned to prison for having technically violated his parole (for which he must continue to serve his former sentence) or has returned to prison for having violated his parole as a result of being convicted of a new offense (for which he must serve a new sentence).

Ten of our graduates have recidivated. Five were reinstitutionalized for a technical violation of parole. One has since served out his sentence and been re-released. Two of the recidivists violated parole as a result of being convicted of misdemeanors. Three violated parole as a result of being convicted of felonies.

The following table reflects the progress being made by graduates. They were rated by the Follow-up Counselor on the basis of his visits and reports from parole officers:

Rate of Progress	Number of Graduates
EXCELLENT	6
GOOD	21
FAIR	17
POOR	14
RECIDIVATED	10
	68
NO REPORT	24*

*Twelve of the graduates on whom we have received no report were placed in jobs in other states, as follows:

State	Paroled	Released Short Way	Total
Texas	1	3	4
New York	0	1	1
Nebraska	0	1	1
Virginia	1	0	1
Florida	1	0	1
California	3	0	3
Michigan	1	0	1
Totals	7	5	12

Efforts are being made to secure reports through the State Pardons and Paroles Board on the graduates who were paroled to other states. Unfortunately, unless trainees who were released the "short way" to other states respond to questionnaires forwarded to them by mail, we have no other means of gathering data from them at the present time.

The State of Alabama Pardons and Paroles Board authorized the Follow-up Counselor's plan to forward a questionnaire to the parole officers in Alabama to gather data on graduates that is essential to the overall evaluation of the Draper E & D Program. The questionnaire is mailed to the parole supervisors along with a letter which briefly summarizes the objectives of our program and seeks their cooperation in assisting the counselor by furnishing certain information. Sample copies of the letter and questionnaire, as well as several case studies, are included in Appendix D.

The most important service the project can render to the graduate who is awaiting parole is to instill in him a belief that his parole supervisor is his best friend in the "free world." One of the factors that works to hinder this service is the fact that some graduates of the training programs until their release come in contact with a few "solid" convicts who are as dedicated to destroying this idea as the rehabilitation program is dedicated to developing it. We must find more and better ways to impress on the inmates who are in training the fact that confidence in their parole officers is essential to their becoming successful members of free society. The supervisor is the first person with whom a parolee establishes a relationship in the free world, and if it is to be a realistic, working relationship, the parolee must learn to participate fairly. He must know that he will get a "square deal" from his supervisor. But, he must also know that he must give a "square deal." He must be taught to realize that this man has his best interest at heart and works very hard to keep him free from prison. But, he must also learn to be a partner in that effort.

Staff members of the Draper project can tell the inmate all these things. Only the parole supervisors themselves can show him; and, this they are doing. It has been said that word gets around faster through the prison grapevine than by any other means. Perhaps the accounts of parolees who have succeeded in their relationships with their supervisors will be the weapon we can employ to combat the forceful drive of "solids" inside the prison to forever keep inmates and figures of authority in conflict and apart.

Summary

The MDTA project for training and placement of youthful offenders at Draper Correctional Center, Elmore, Alabama, will graduate its third class on April 29, bringing to a total of 173 the number of inmates who have served as experimental subjects in this program of education and human development. Dr. Howard Matthews, Director of Field Administration, Manpower Development and Training, has been invited to address the graduating class. Of the 114 incarcerated offenders who have already graduated as entry-level tradesmen, 92 have been placed in jobs in the "free world"; four have been released to face additional charges; two await placement; 16 await parole. With the approaching graduation of 59 trainees who are completing six-month courses, the cycles of job placement and release, recruitment and selection are again underway.

Students currently in training have responded favorably to the recently initiated Outstanding Student Award program which allows trainees to compete for the top place in their classes every two weeks. Students are rated on reliability, personal relations, personal hygiene, and training progress. Winning trainees receive recognition at an assembly and are given a monetary award for having gained this honor.

During this reporting period, a follow-up study of the basic education component of the Draper E & D Project to determine its impact on the trainees was begun by Dr. John W. McCollum, Principal Investigator, Social, Education Research and Development, Inc., Washington, D. C. Dr. McCollum and other members of his firm have begun consultation with staff members and will later visit trainees who have graduated and are working in the free world.

In-service training has been provided for staff members in the areas of developing programmed materials, rating, designing rating scales, and test construction. This training has proved to be very helpful to both potential programmers and instructors who are all eager to discover new or improved methods of motivating and training youthful offenders who are generally disadvantaged.

Tryouts of the picture vocational inventory developed by the Counseling and Evaluation Supervisor have been somewhat limited, but the inventory will be used in the assessment of new applicants for training in May. Normative data will then be analyzed by the clinical psychologist, and the test will be tried out in other MDTA projects and similar programs for the disadvantaged in order to validate the effectiveness of this instrument with this type of population group.

Information concerning recidivism has been elicited from people who are knowledgeable in the field of corrections, probation, and parole. This information is being studied to arrive at a working definition of "recidivism" so that data being gathered by the Follow-up Counselor may be reported in the most objective manner possible.

Three papers written by staff members of the Materials Development Unit will be presented to the National Programmed Learning Conference in Leicestershire, England in early April. Nine of the programmed lessons developed by the MDU at Draper have been validated in individual tryouts and field tests. Information about the distribution of these lessons may be obtained from A. E. Houk, Supervisor of Manpower Development and Training, Division of Vocational Education, Alabama Department of Education.

Conferences, tours, and presentations continue as a part of the public relations program designed to develop jobs for trainees and to disseminate current findings of this experimental program. People throughout the country who are interested in beginning similar programs visit Draper Correctional Center to observe firsthand the work that is being done. Likewise, staff members of the Draper project visit other projects to exchange ideas and techniques that have proven to be effective in working with the disadvantaged.

Has the Draper Experimental program for training and placement of youthful offenders reduced the rate of recidivism? It is yet much too early to establish whether the project has achieved this ultimate goal, for we know that the highest rate of recidivism occurs during the first three years following release, and our first trainees have been free a little less than one year. However, the fact that only 10 out of 92 trainees have been returned to prison at this time is encouraging, especially when we consider that 65 percent of the inmates trained in the first two courses were repeaters before they began training.

While many of those released graduates who presently remain free are making very good progress in their adjustment to the demands of free society, there is an indication that approximately 30 percent of our graduates need assistance beyond the institutional treatment program. Released inmates who are making poor progress are finding it difficult to manage wisely the money they were trained to earn, and a few seem to be unprepared to enter into a working relationship with someone in the community to whom they could look for gradual guidance into a new way of life. Follow-up data indicate that the majority of the young men who are violating their paroles are doing so because they lack the sustained desire to solve the many problems they encounter in the free world. A community-based facility could perhaps best serve releasees who need further counseling, skill training, personal-social development, or simply a supervised home program. The Rehabilitation Research Foundation is presently investigating the possibilities of such a program. In the meantime, a community member who is earnestly concerned for the salvage of human beings may volunteer to serve as a friend to an exprisoner in the free world. Such a person must, of course, be trained to recognize a releasee's problems--his strengths and his weaknesses--and be dedicated to helping the boy to meet them head-on.

STATISTICS: (Fact Sheet)

Data Accumulated from October 1, 1964, to March 31, 1966

INMATES

Applied for training: 441

Received Prevocational training: 421

Accepted for Vocational training: 203

Graduated: 56%

Current trainees: 40%

Dropped before completion of training: 4%

Waived early parole to complete training: 37

Currently in training: 80

Completed training: 114

Graduates released: 96

Paroled: 73

Completed sentence: 19

Holdovers: 4

Placed in jobs: 92

Training related: 75

Non-related: 17

Graduates awaiting release: 18

Not eligible for parole: 16

Awaiting job placement: 2

Graduates returned to prison: 10

Parole violation: 5

New offense: 5

MATERIALS DEVELOPMENT UNIT

Lessons printed and field-tested: 11

Lessons ready for individual tryout: 3

Lessons ready for printing and field-test: 3

Lessons requiring additional writing: 5

Lessons needing reanalysis: 9

Lessons under study or in analysis: 7

Lessons tentatively planned: 3

BASIC EDUCATION

Total courses completed: 1364

Average per student: 9

Grades gained per class (Average--one grade per 142 hours of programmed instruction): 1.2

Reading: .82

Mathematics: .61

Students passed G.E.D. Test: 18

SUPPLEMENTARY (Personal-social skill development and distributive education)

Volunteers from businesses or professions served as guest instructors: 14

JOB DEVELOPMENT

Employers have hired 1 trainee*: 100

Employers have hired 2 or more trainees: 5

*Some trainees have been hired by as many as 3 different employers.

COLLEGE CORPS TRAINING

College students who received training and experience: 11 Are now in:

Youth Corps: 1

Graduate School: 4

Correctional Work: 1

Law School: 2

Military Service: 2

Social Work: 1

COST OF TRAINING

Per hour cost for a Draper trainee: $ .99½

Per hour cost for the average Trade School Trainee: $1.09

OTHER

Families of trainees have visited or written to the project: 86

Letters written on behalf of students: 300

Requests for materials: 382

Visitors (other than families of trainees)* : 185

Speaking engagements fulfilled by staff members: 52

Professional papers (list attached): 23

*Signed register.

PROFESSIONAL PAPERS

of the

REHABILITATION RESEARCH FOUNDATION

McKee, Seay. "The Draper Experiment: A Dramatic Use of Programmed Instruction in a Prison for Youthful Offenders," in New Approaches in Educational and Training Systems, Wayne State University, Detroit, Michigan, editor, Derek N. Nunney, 1965.

"MDTA Graduation Brochure," April 30, 1965.

"Draper Vocational Experimental-Demonstration Project" (A Promotional Brochure), May, 1965.

McKee. "Vocational Education for Institutionalized Offenders and Mental Patients: A TRANSFER OF TRAINING CONCEPTS," United States Public Health Service, Atlanta, Georgia, June 22-23, 1965.

McKee. "Coping with Educational Problems in Correctional Institutions," proceedings of the Institute on Youth Correctional Planning in Honolulu, Hawaii, December 10, 1965.

McKee, Seay. "First Progress Report, September 1964 - November 15, 1964." (Manpower Development and Training Program)

McKee, Seay. "Second Progress Report, November 15, 1964 - January 1, 1965." (Manpower Development and Training Program)

McKee, Seay. "Third Progress Report, January 1, 1965 - February 15, 1965." (Manpower Development and Training Program)

McKee, Seay. "Fourth Progress Report, February 15, 1965 - May 1, 1965." (Manpower Development and Training Program)

McKee, Seay. "Fifth Progress Report, May 1, 1965 - July 1, 1965." (Manpower Development and Training Program)

McKee, Seay. "Sixth Progress Report, July 1, 1965 - September 1, 1965." (Manpower Development and Training Program)

McKee, Seay. "Seventh Progress Report: Experiences of the Draper Educational and Development Project for the Office of Manpower Automation and Training-- OPERATION RETRIEVAL: YOUTH."

McKee, Seay. "Eighth Progress Report, November 1, 1965 - February 1, 1966." (Manpower Development and Training Project)

McKee. "The College Corps: A Significant Development in Corrections," January, 1965.

McKee, Seay. "Training Program for College Co-op Students."

"Practicum Study for College Co-op Students in the Experimental School," Experimental Projects in Education and Human Development. Draper Correctional Center, Elmore, Alabama, August, 1965.

McKee, Seay. "Use of Programmed Instruction in Vocational Education," presented at the National Society for Programmed Instruction, Philadelphia, Pennsylvania, May 6, 1965.

Harless. "Making Sow's-Ear-Writers into Silken Programmers," presented at the National Society for Programmed Instruction, Philadelphia, Pennsylvania, May 6, 1965.

McGaulley. "Mathetics--A Programming Technique," 1965.

Harless. "Mathetics: The Ugly Duckling Learns to Fly," presented at the 4th Annual National Society for Programmed Instruction Convention, St. Louis, Missouri, April 13, 1966.

Harless. "The Two Meanings of Mathetics," presented at the National Programmed Learning Conference, Leicestershire, England, April 15, 1966.

Cassels. "The Development Production of Mathetical Programs: A Case Study," presented at the National Programmed Learning Conference, Leicestershire, England, April 15, 1966.

McGaulley. "Mathetics in Industrial and Vocational Training," presented at the National Programmed Learning Conference, Leicestershire, England, April 15, 1966.

APPENDIX A

Section 1

CONFERENCES, TOURS & PRESENTATIONS

CONFERENCES, TOURS, AND PRESENTATIONS

Chief Programmer, Joe Harless, and Program Writer, Michael McGaulley, participated in a "Symposium on Mathetics" at Troy State College, Troy, Alabama, on the evening of February 3.

Mr. Solomon Swerdloff of the Washington Department of Labor, Bureau of Statistics, and Mr. Charles S. Bullock of the Atlanta Bureau of Statistics office visited the project on February 4 to discuss with the administrative staff the need and possibilities for occupational information suitable for use in the recruitment of disadvantaged youth.

On February 11, Dr. John M. McKee, Project Director, accompanied Warden John C. Watkins to the Alabama Boys Industrial School in Birmingham where the two participated in the monthly House Parents Meeting. (Refer to news release in this Appendix.)

Dr. McKee made a presentation on February 12 to the Student Alabama Education Association Convention, Jacksonville State College, and served as a resource person for a panel discussion on programmed instruction. There were present over 100 prospective elementary and secondary teachers as well as professors from the departments of education of 11 colleges and universities throughout Alabama.

Dr. Melvin B. Drucker, from the Georgian Clinic, and Mr. Robert L. Stevens of the State of Georgia Division of Vocational Rehabilitation visited the project on February 14 to investigate the use of programmed instruction.

On the morning of February 14, six staff members met with representatives of Montgomery community agencies at the State Department of Industrial Relations Building to plan for a proposed Youth Development Center for probationers and parolees for the Montgomery area.

In Washington, D. C. on February 14 and 15, Dr. McKee participated in the OMPER Planning Conference on Corrections & MDTA Programs. He also conferred with Mr. Solomon Swerdloff, Bureau of Labor Statistics, and with Messrs. Benard Yabroff and Joe Bracket of the Employment Opportunities Branch, Bureau of Research, Division of Adult Vocational Research, concerning the development of occupational outlook information.

Other conferences were held with the National Institute of Mental Health representatives and OMAT officials concerning a proposed Youth Development Center.

On the evening of February 17, Joe Harless appeared before the Huntingdon College Psychology Club in Montgomery to present a carousel audio-visual overview of the educational and rehabilitation programs being conducted by the Rehabilitation Research Foundation at Draper. He then discussed the specific use of programmed instruction and differentiated the three general approaches to programming--linear, branching, and mathetics--by giving examples of each. In conclusion, Mr. Harless emphasized the College Corps program at Draper wherein college students may serve as counseling and guidance assistants and gain practicum credit for their work in the Draper programs, and he discussed the application of psychology to the work being carried on at Draper Correctional Center.

Mrs. Donna Seay, Assistant Project Director, attended the Southern Regional Conference on Adult Basic Education held in Atlanta, Georgia, February 17-18.

James Edgerton, Staff Writer for the Southern Educational Reporting Service visited the project on February 21 and interviewed staff members for an article that will appear in a future issue of the "Southern Education Report."

On February 21, Dr. McKee addressed a parent-teacher group of the Goodwyn Junior High School in Montgomery on the topic, "How to Nourish the Late Bloomer."

Administrative staff members conferred with an Auburn University doctoral student, Mrs. Elvia Cooney, on February 22. Mrs. Cooney is doing research on prerelease centers and halfway houses throughout the world.

Field tryouts of programmed lessons developed by the Draper Materials Development Unit were conducted with students of the Jefferson County Vocational School in Birmingham on February 22. The results were very encouraging. (Refer to Appendix C.)

Programmed lessons were tried out, this time with 10th grade students in Minor High School, Birmingham, on February 23. These try-out students had no previous training or experience in the areas tested. (Refer to Appendix C.)

Counseling and Evaluation Supervisor, Paul W. Cayton, attended the 11th Annual Southern Conference on Corrections held at Florida State University, Tallahassee, February 23-24.

Follow-up Counselor, Jim D. Morrison, accepted an award for Draper inmates in Birmingham on February 25. A "Pints for Patriotism" plaque was presented to the inmates of Draper Correctional Center for outstanding service in providing blood donors for needs of the U. S. Armed Forces throughout the world: 1965-66. The plaque was presented by the Birmingham Regional Red Cross Blood Center. (Refer to picture in this Appendix.)

Dr. McKee addressed the Montgomery Council of Jewish Women on March 3. His subject was "Youth and Correction." (Refer to news release in this Appendix.)

Mr. Clyde Ware of the Sears Foundation visited the project on March 4 to investigate the possibilities of participating in a proposed art program for inmates at Draper Correctional Center.

An in-service training program for ten staff members on the art of preparing programmed instructional materials began on March 7. (Refer to Administrative section of this report.)

The Project Director, his assistant, the Placement Officer, the Counseling & Evaluation Supervisor, and the Follow-up Counselor met with the Regional Assistant Representative of Health, Education & Welfare, Mr. Glen D. Calmes, in Auburn, Alabama, on the evening of March 9 to discuss the proposed Youth Development Center for probationers and parolees.

The Rehabilitation Research Foundation Board of Directors met in Birmingham on March 14. Staff members reported progress and plans for the future. (Refer to agenda in this appendix.)

Six staff members met with the State Pardons and Paroles Board to discuss the need for a Youth Development Center for the Montgomery area on March 15. Counsel was sought from that board in planning a center that would serve the needs of the Montgomery community.

On March 16, Major Stan Viall provided staff members one hour of in-service training on "Testing."

A planning conference on occupational outlook information was held on March 18, with seven staff members participating. Five staff members met again that afternoon to outline the objectives of a proposal to develop a prevocational package for disadvantaged youth.

On March 21, the Project Director and his assistant visited the Regional Office of the U. S. Department of Health, Education & Welfare in Atlanta where they consulted with Dr. John Forrest concerning a proposed Adult Basic Education program, Mr. Charles S. Bullock, concerning occupational outlook information, and held conferences with Mr. Bill Harris and Mr. Glen D. Calmes.

Dr. McKee and Mrs. Seay visited the Vocational Rehabilitation Center, Georgia Industrial Institute, Alto, Georgia, with Mr. Glen Calmes, of the Vocational Rehabilitation Administration, particularly to learn of the pattern of cooperation between the Vocational Rehabilitation Administration and correctional programs.

A conference was also held with Mrs. Elvia Cooney, Stone Mountain, Georgia, concerning research on prerelease centers and halfway houses. Mrs. Cooney, Dr. McKee, and Mrs. Seay visited a detention home in Decatur, Georgia. Plans are being made for its conversion into a halfway house.

Appearing on an Auburn Educational Television program, "Mosiac," Dr. McKee presented information and slides on the Draper projects on the evening of March 23.

Dr. John W. McCollum, Social, Educational Research & Development, Inc., came to Draper to begin a follow-up evaluation of the impact of basic education in the educational and rehabilitation of youthful offenders at Draper Correctional Center.

Visiting the project on March 24 and 25, Dr. McCollum consulted with various staff members and explained his proposed approach to this evaluation.

The first chapel assembly to honor Outstanding Students of the Week was held on March 25. (Refer to Administrative section of this report.)

Six staff members again met with the State Pardons and Paroles Board on March 28 to discuss problems parolees encounter in the free community and explore possible solutions.

Field tests of programmed lessons were conducted at the William Rufus King Trade School in Selma, Alabama. Again, programmed lessons were tried out in the new trade school in Childersburg on March 31. (Refer to Appendix C.)

The Assistant Project Director participated in an orientation workshop for the Birmingham Special Youth Program under MDTA held March 29--April 1. Her presentation, "A Teacher's Role with the Disadvantaged," was made on March 31 and is included in this report as Appendix B.

The Project Director has been requested to serve on the Committee on the Studies of the Joint Commission on Correctional Manpower and Training.

Two families of the inmate trainees visited the project during this report and were impressed with the opportunities available to their sons. Both sons are making excellent progress in their training, and both of their families pledged to assist them in reaching their new goals when they are released from Draper.

DR. JOHN MCKEE SPEAKS TO ABIS COTTAGE PARENTS

Our regular monthly cottage parent meeting featured Dr. John McKee as guest speaker for the month of February. Dr. McKee is the chief psychologist at the Draper Correctional Center at Speigner, Alabama, and he heads up a special research project having to do with programmed learning at the institution. As part of the cottage life program, this houseparent training meeting was conducted in J. B. Hill Hall for all the cottage staff and relief cottage staff on Friday, February 11. Dr. McKee met with us for an hour and a half and talked extensively about the development characteristics of teen-age boys and also about his special programs at the Draper Correctional Center.

This was the third session in a series of cottage parent training classes having to do with teen-age and adolescent development.

A house parents training is a function of the Cottage Life Program in the Social Service Department conducted by Mr. W. C. Payton.

The Alabama Boys Industrial School expresses sincere appreciation to Dr. McKee for his time and service.

Local Council Jewish Women Meet Thursday

Members of the Montgomery Section of the Council of Jewish Women will meet March 3 at the Standard Club for their monthly luncheon meeting.

The speaker will be Dr. John McKee, who will speak on "Youth and Correction."

Dr. McKee serves on the Board of the Montgomery Association for Retarded Children and the State Board for Retarded Children. He is a committee member of the Alabama Mental Health Association and the Governor's Planning Committee on Mental Retardation. As director of the Rehabilitation Research Foundation of Alabama, his current principle area of work is in the field of correction, epecially the development of an effective approach to the education and rehabilitation of youthful offenders.

Mrs. Hal Bloom is program chairman, and members may make reservations by contacting Mrs. Julian Rice or Mrs. Arthur Stern.

The Redstone Rocket — February 23, 1966

PERSONNEL ADMINISTRATORS HEAR TWO GUEST SPEAKERS

Mrs. Donna Seay, of the Rehabilitation Research Foundation of Alabama and Walter Bamberg, of the Draper Correctional Center, Elmore, Alabama, were speakers last night for the meeting of the Huntsville Chapter, Society for Personnel Administration.

They spoke to about 65 members and guests of the organization, describing the state's experimental project in education and human relations conducted at the Draper center.

Graham Shovelton introduced the speakers.

Three society members were appointed by President John Hinkle to serve on the planning committee for the University of Alabama's Twelfth Annual Personnel and Industrial Relations Conference to be held in December, 1966. Named to the committee were Howell R. Riggs, Deputy Chief, Personnel Office, Marshall Space Flight Center; James E. Self, Personnel Branch Supervisor, SPACO, Inc., and William W. Clark, Chief, Employee Development Branch, Training and Development Division, U. S. Army Missile Support Command. The Society for Personnel Administration is one of the sponsoring organizations for this annual conference held on the Tuscaloosa campus of the University.

Thomas T. Lindley, society membership chairman, announced the following new members in the Huntsville Chapter: L. C. McMillan, Executive Director, Association of Huntsville Area Contractors; Mrs. Delia Black, Miss Barbara Combs, Mrs. Lucy Grace, and Mr. Jesse Stutts, all of the Civilian Personnel Office, Missile Support Command.

Pints for Patriotism Plaque

presented to

The Inmates of Draper Correctional Center

for

outstanding service in providing
blood donors for needs of the U. S. Armed Forces throughout the world

Huntsville Chapter

SOCIETY for PERSONNEL ADMINISTRATION

4116 Huntington Road, SE
Huntsville, Alabama

18 February 1966

John S. Hinkle
President

John R. McCormick
Vice President

Mrs. Jean G. Litchfield
Treasurer

Miss Wyble M. Wimberly
Secretary

Roy Hollihan
Immediate Past President

Dr. John M. McKee, Director
Experimental Project in Education
and Human Relations
Draper Correctional Center
Elmore, Alabama

Dear Dr. McKee:

It was a pleasure to have Mrs. Donna M. Seay, your assistant, and Mr. Walter Bamberg, Job Placement Official, address our members last Tuesday evening. We have had a great number of favorable comments concerning their presentation. It was one of our most outstanding programs to date. Their message was very interesting and informative. Please express our appreciation to Mrs. Seay and Mr. Bamberg for making our meeting such a success. A copy of this letter is inclosed for each one.

With personal regards, I am

Sincerely,

JOHN S. HINKLE
President

BOARD OF EDUCATION
OFFICE OF THE SUPERINTENDENT
BIRMINGHAM, ALA.
Vocational Department

April 4, 1966

Mrs. Donna M. Seay
Assistant Project Director
Draper Correctional Center
Elmore, Alabama

Dear Mrs. Seay:

We are most grateful to you for your participation in the workshop on the Special Youth Project.

It was an important event in preparation for the enrollment of the students. We hope that the precepts gained during the conference will help us to avoid errors that we may have committed otherwise.

Success, in varying degrees, may be realized. If so, it can be attributed to the combined efforts of all of you who gave so graciously of your time and talents to make it successful.

We are glad to be a part of the total effort.

Sincerely,

Floyd H. Lawson, Director
Vocational Education

FHL/st

AGENDA

Meeting of Board of Directors, Rehabilitation Research Foundation, March 14, 1966

1. Minutes of Board and Advisory Committee meeting of October 7
2. Financial Report
3. Report of Activities
    a. Present Operations
        MDTA
        NIMH
        PACE
    b. Proposals
        Adult Basic Education
        CAI-Teacher Training
        Youth Development Center
        Occupational Career Leaflets
4. Problems and Plans
    a. General support for RRF
    b. Next Advisory Committee meeting

JOHN C. WATKINS
Warden, Draper Correctional Center, Elmore, Ala.

Education and Rehabilitation of Youthful Offenders

How to control and rehabilitate the supposedly incorrigible youthful offender is one of the most perplexing problems shared by law enforcement and correctional personnel today. The incorrigibles are the boys who get into trouble early in life, sometimes even before their 10th year. They join a boy-gang, accept its value system fully, and become intensely loyal to it. Almost invariably, they prove to be unmanageable to both their families and the local probation officers. When finally incarcerated, they often become leaders within the inmate society. In Alabama they refer to themselves as "solid convicts" or "solids."

Notwithstanding the normally slight hope of success in rehabilitating such individuals, the approach developed at Draper Correctional Center has achieved remarkably good results. Over a 3-year period, the rate of recidivism among these youths has been less than 10 percent—a gratifying statistic. Elements of this approach can, we believe, be adopted not only by other correctional people, but, with some modification, by law enforcement officers as well.

The Draper approach consists of two closely related phases. The first is directed toward effecting a change of personal values and attitudes in the individual inmate, primarily through a modification of the inmate society to which he has chosen to belong. The second phase consists of an academic and vocational training program which has been specially designed to prepare these particular individuals for life in a free society.

First Phase

Operating within most, if not all, correctional institutions is an inmate social system which provides its members a value system, a way of life, a design for living, and a complex code of things to be done and not to be done. We call this system the "convict culture."

With the help of an anthropologist, a depth study of the Draper convict culture was instituted. The study revealed that the culture was dominated and perpetuated primarily by a number of solids, each of whom had gathered around himself a circle of followers. These groups resembled the boy-gangs in the outside world, and they carried on illegal and antiadministration activities. Continuity of customs and mores was carried over from "generation to generation," largely through the personal influence and example of the leaders.

The study, in short, indicated that any modification in the culture would also have to be sanctioned by the

(Reprinted from the FBI Law Enforcement Bulletin, February, 1966)

solids. If the solids could be induced to switch values and loyalties while yet retaining their leadership, the result would be reflected by a concomitant change in their followers.

Identifying the Solids

Identification of the influential solids is not always easy, for they often prefer to be quiet men in the background. We have found it helpful to talk to the custodial force and selected inmates, asking questions of the following type: Who is important? Who counts with the others? To whom do the prisoners go for advice when they are in trouble? Who associates with other already-known solids? Who is always in some kind of racket or antiadministration activity, such as gambling or money lending? Who frequently *almost* gets into trouble, but always manages to get out? For whom will the others take a rap? To whom do the prisoners give their cigarettes and chewing gum?

The solid is frequently athletic of build. He is not afraid to fight. He has at least normal intelligence. And, most significant of all indications, he will not inform. The only moral value in the convict culture is, "Thou shalt not tell," and this commandment he refuses to break.

Similar Histories

We have found that the solids who are leaders within the convict culture have similar family histories. Many solid convicts come from female-dominated, fatherless homes in which there was no significant male figure with whom the boy could identify himself. To escape "Mamma" and find his maleness, he joined the antisocial, antiauthority, aggressive boy-gang.

When you have located the leaders—and, for maximum effectiveness, you must work with all or nearly all—let the men who count with the other inmates count with you. Concentrate your efforts on them, treating each individually.

There are many techniques which may be considered in approaching the leaders. I will describe one plan with which we have had success.

First, curtail or modify the solid's convict culture activities by such means as changing his working and sleeping arrangements, or perhaps by placing him under stricter custodial control. Also, be sure to let him know that you are aware of his role in the convict culture. This will tend to make him wonder whether he has been informed upon and perhaps thereby weaken his faith in the system.

Private Talk

Next, spend some time talking privately with him about the convict culture. Show him that you know about his home life and background and how he escaped it to the boy-gang, seeking recognition. Continue to discuss how he learned to take on the values of the gang, how and when he tattooed himself, and how acting tough was supposed to demonstrate masculinity.

As he hears this, he will be surprised, perhaps even overwhelmed, by your knowledge and by your concern for him as an individual. He will listen more attentively as you explain to him how the boy-gang is related to the convict culture, how it controls and affects his institutional life, and how adherence to the convict culture assures that he will continue returning to prison as long as he clings to it. Prove this to him from his own record of repeated incarcerations, showing him that he has not been able to stay out of prison. Convince him that until he does change, he will not be able to succeed in free society. Do not preach or moralize; just give him the facts and let him draw his own conclusions.

The most essential element of the whole process is that of providing him with an adequate, strong male image—an ideal after whom he can pattern his behavior. The importance of the quality of this relationship cannot be overstressd. Ordinarily, if this approach is skillfully used and if all other factors are handled properly, he will give up his identification with the antiadministration aspects of the convict culture.

As the solid switches his identification, remarkable changes occur in his behavior. His aggressiveness and hostility turn to friendliness. He stops getting into trouble. He stops associating with the other solids and begins to seek association with free people. He wants to remove his tattoos. He will cooperate and do whatever is necessary for the betterment of the institution. In short, he adopts an entirely new value system.

The change is not, at this stage, absolute. He cannot be left alone at this time and be expected to carry on the conversion process on his own. You must give him strong support as he learns to change his loyalties. Reward him for his good behavior. The rewards you choose, however, should not be things he will have any reason to expect. Under no circumstances must he be able to manipulate you, for, as nearly as possible, your relationship with him must be one of mutual understanding, a "man-to-man" approach. Recognize backsliding if it occurs, and be prepared to deal with it by even stronger emphasis on his good behavior.

Conversion

You will not, of course, have the time to give such personal attention to all inmates. However, your success in converting the accepted inmate leaders will be projected through the institution by the leaders' influence over their followers.

Once the conversion has become relatively stable in an individual, preparation must be made for his successful living upon release from prison. If the inmate has truly adopted the new value system offered him, he will develop for the first time long-term goals. The second phase of the program offers him the means of achieving these goals.

Second Phase

A change of values is accompanied by a new interest in education. In almost every case, these men have little education and no trade. In addition, they are lacking in many of the social skills most necessary for successful living in a free society, such as personal grooming, etiquette, accepting responsibility, and budgeting of time and money.

Accordingly, we have secured two Federal grants to support experimental-demonstration projects in academic and vocational training for these inmates.

Academic Training

The first of these is the Self-Instructional School. Now in its fourth year, this project, supported by a grant from the National Institute of Mental Health, has made significant advances in educating youthful offenders. By the use of programed instructional materials (a recent development in educational technology), Draper students have progressed at a tremendous rate. These programed materials are particularly beneficial with a population composed so fully of school dropouts as is Draper's.

The design of the programs assures the student a measure of academic success never before realized; also, he can proceed at a rate that is appropriate and comfortable to himself. He is thereby protected from the disheartening pressure of competition, which, in most cases, was a prime factor in his withdrawal from school. Also, students using programed instruction need only a minimum of supervision and academic guidance; hence, the name "self-instructional." A service corps composed of selected inmates studying on the college level has been set up to assist the slower students.

Success of School

The success of the Self-Instructional School has been twofold. More immediately observable are the concrete educational gains made by the students. Six former inmates are enrolled in college; more than 60 have received high school equivalency diplomas; and scores of others have advanced their education by several grade levels. Another area of success has been the personal-social development exhibited by inmates associated with the project. A college corps, composed of college students employed on a co-op basis, has made a meaningful contribution in this area. Their position as educational research assistants has an important byproduct—that of serving as informal behavior models for the inmates. By associating with the college students, inmates become more aware of acceptable social behavior.

Under a grant from the Manpower Development Training Act, a new experimental vocational school was instituted this past year. One hundred twenty inmates are being given from 6 months to a year of training in seven trade areas—welding, bricklaying, auto repair, barbering, radio and TV repair, small electrical appliance repair, and technical writing. The unusual feature of this venture is that programed materials are being written by the inmates themselves for use in the vocational shops and classrooms.

In addition to the vocational training, the students will receive help in correcting academic weaknesses. A full-time instructor has been employed to work with the students in developing personal-social skills and graces.

Inschool counseling services will be available. The students will be given assistance in obtaining jobs in the fields for which they have been trained. Moreover, committees are being formed in communities throughout the State to assist in a followup program to aid the graduates through the difficult transition period following release.

APPENDIX A

Section 2

Community Involvement

Community Involvement

Members of communities throughout the State of Alabama have volunteered their services to further the education and human development programs being conducted at Draper Correctional Center. Groups who learn about the projects through public relations presentations almost always voice the question: "What can we do to help?" Already, many, many people are involved in the efforts being made to rehabilitate incarcerated youthful offenders. Examples of their involvement are described in this report which is intended to answer, at least partially, the question, "What can we do to help?"

A. During Training

1. Serve as Resource Leaders for class meetings in personal-social development and distributive education. Topics for which resource people are needed include the following:

   a. Release

      Parole rules and regulations

      Parole problems

Examples of Participation:

Members of the Pardons and Paroles Board cooperate in reviewing rules and regulations with trainees before they are released. A community member who is an ex-convict and was successful on parole is able to effectively discuss parole problems with trainees and suggest ways in which they can be solved.

b. Personal Habits

   Grooming

   Facts about smoking

   Facts about alcoholism

c. Employment

   How to apply for a job

   Conduct during job interview

   Social security laws

   Work laws

   Unemployment laws

d. Etiquette

   Table manners

   Social behavior

e. Human Relations

   Sex education

   Ethics

   Family life

f. Citizenship

   Patriotism

g. Traffic Laws

h. Inspirational Addresses*

*A successful community member who is an ex-convict is especially able to inspire the trainees because they know he has had many experiences very similar to the ones they are presently having or will later encounter. For example, an ex-convict who now works in a responsible position with the Alabama Commission on Alcoholism assists another member of that Commission in conducting a seminar once every six months on "Alcoholism." The instructor has observed that this community member can "speak their language"--a most effective talent in communicating with inmate trainees.

Of course, not every community member has had the experience of being an ex-convict, but perhaps you do know someone who has had this experience and you could interest him in participating in a seminar. Such a person's participation is especially needed during the time trainees are given instruction in the rules and procedures of being on parole.

Resource Leadership is coordinated with the Supplementary Instructor who schedules visits according to the personal-social and distributive education class plans.

2. Serve as Subject Matter Specialists or as Resource Persons for class lectures in the following trade areas:

    Auto Service Station Mechanic-Attendant

    Barbering

    Bricklaying

    Electrical Appliance Repair

Technical Writing

Welding

Examples of Participation:

Several appliance manufacturer's representatives have brought one of their appliances of most recent design to the Electrical Appliance Repair Class and given a demonstration of its operation and its repair.

3. Lend or contribute the following materials for use in shop work:

    Scrap metal

    Scrap paper

    Large, clean rags

    Service station mock-up equipment (such as, island mock-up)

    Electrical appliances in need of repair

    Radios, phonographs, and television sets in need of repair

    Brick, concrete block

    (Loan of) latest models of equipment and machinery for students to gain supervised experience in its operation

Examples of Participation:

Welding suppliers have cooperated with the Welding Instructor by allowing him to borrow the latest equipment in that trade for several weeks in order that students might gain experience in using the most modern welding machinery to which many industries are now converting.

To enable Auto Service Station Mechanic-Attendants to gain mechanical aptitude through the use of actual equipment, an automobile manufacturer donated an automotive engine (through its local distributor).

An automobile dealer in a nearby city has recently donated a car for use in training service station mechanic-attendants.

B. To Prepare the Inmate for Freedom in the Community

1. Work tools for

Barbering
Bricklaying
Elec. Appliance Repair
Radio-TV Repair Kit
Service Station Mechanic Tool Kit

Example:

Some of the Draper graduates do not have funds with which to buy work tools. One parolee who was released to a welding job was required to furnish his own helmet and gloves and could not begin work until he obtained this equipment. Since he had no money left after paying his room and board and had not had time to establish credit, a project staff member made him a loan to get the equipment. A monetary loan to releasees is preferable to a gift because they learn to be responsible in providing for their own needs through such an arrangement.

2. Clothing

When a trainee is released from prison, he is provided at least one outfit of clothing, though it sometimes does not fit or occasionally it is very out-of-date. Those trainees who have no families or relatives to assist them in acquiring a few of the material possessions they need to merely exist in the "free world" often do not have the clothing they need, nor do they have money or established credit with which to buy it.

Realizing that it is most important for an inmate to make a good impression when he enters the community and reports to his job, the Board of Corrections makes every effort to provide him with at least one suitable outfit upon release. Of course, funds are limited for the provision of clothing, and with the best of efforts, a few boys are sometimes forced to leave prison in an ill-fitted outfit. For the releasee who has no one to assist him, the lack of work clothing, wraps, and personal hygiene supplies is a problem he cannot solve.

Inmates released from the project are 16 years of age and up, and need clothing, such as the following, in various sizes:

- Socks
- Underwear
- Trousers, work or casual
- Shirts, work or dress
- Jackets
- Overcoats
- Suits
- Shoes
- Ties
- Handkerchiefs
- Smocks (barber's)
- Coveralls
- Toilet items

Examples of Participation:

Church groups have donated several boxes of clothing, and items were distributed to those graduates who needed specific wearing apparel.

One professional group completely outfitted a releasee who was in dire need of a wardrobe.

Many community members have joined in the effort to place graduates of the Draper program. In addition to contacts with prospective and former employers that are made by the Placement Officer and Follow-up Counselor, job openings are promoted and suggested by parole supervisors, community visitors to the project, and graduates of the program who are now working in the various communities.

Montgomerians Mark Foster and Ben Humphrey have conducted evening seminars, as follows:

Composition: Techniques and Forms (10 weeks)

Literature: The Short Story, Poetry (12 weeks)

A citizen of Birmingham has been instrumental in interesting community members in beginning an art program. Last year she got a Birmingham paint firm to donate wall paint for the dining hall at Draper. Mrs. J. H. Jacobsen is now working to bring another kind of painting to Draper.

Dr. Kletye, head of the Art Department of the University of Alabama, and Mr. Hugh Williams, head of the Art Department at Auburn University have assembled a group of college student's paintings for exhibit in the dining hall. Both are interested in helping work out an art instructional program for the inmates.

The Town and Gown Theater, of Birmingham, Alabama, presented a benefit production at Draper last spring, and is interested in bringing the musical, "The Boy Friend," to Draper in the next few months.

Birmingham and Montgomery residents are interested in setting up a drama committee so that inmates may themselves participate in dramatic productions.

Through the efforts of another Montgomerian, Mrs. J. M. Moore, Jr., several cultural pursuits have been initiated at Draper.

An enriched program of reading has been installed as a voluntary part of the curriculum. William E. Llewellyn, an English professor at the Air War College, Maxwell Air Force Base, drives to Draper one evening each week to conduct "The Great Books" program for approximately 22 inmates who volunteered to participate. He is assisted by Merriam Delahay.

A staff writer for the Alabama Journal will begin a class for inmate volunteers in "Creative Writing" during the next reporting period.

A Montgomery optometrist volunteered his services to give inmates eye examinations.

Refer to the list of contributions (services and materials) included in this appendix for other examples of community involvement in the Draper program.

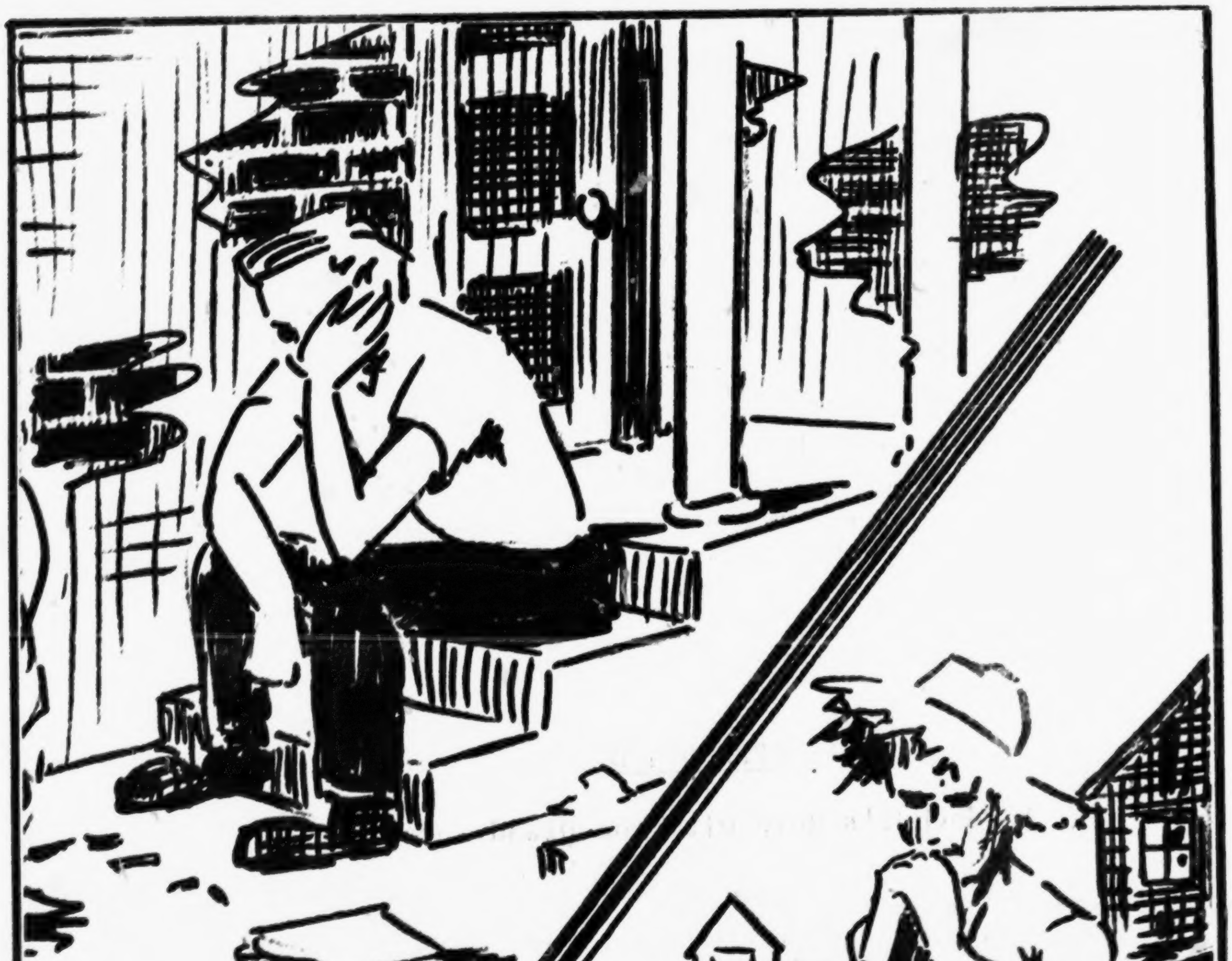
CONTRIBUTIONS

DONOR	GIFT	PURPOSE
Chrysler Corporation & John Boswell Company Montgomery, Alabama	Dodge Dart automotive engine	For use in training auto service station mechanics attendants
U. S. Air Force Maxwell Air Force Base Montgomery, Alabama	Reference books	For use in training technical writers
Jenkins Brick Company Montgomery, Alabama	Brick	For use in training bricklayers
Builders Supply Company Montgomery, Alabama	Concrete block	For use in training bricklayers
Alabama Power Company Montgomery, Alabama Radio Hospital Montgomery, Alabama Jones-McLeod Appliance Service Birmingham, Alabama Various individuals in Montgomery and Birmingham, Alabama	Electric appliance in need of repair: washing machines, stoves, refrigerators, icemakers, toasters, irons, and percolators	To afford electrical appliance trainees equipment on which to gain practical experience
Milbrook, Alabama resident adio Hospital ontgomery, Alabama	Radio and television sets in need of repair	For use by radio and television trainees to gain practical experience
amble Steel Company ontgomery, Alabama	Use of metal	For welding trainees
artley Boiler Works ontgomery, Alabama	Structural steel	For welding trainees
ontinental-Moss-Gordin rattville, Alabama	Aluminum stainless steel and structural steel	For welding trainees
ir Products ontgomery, Alabama elders Supply ntgomery, Alabama	Loan of wire-fed, semi-automatic welding machine (MIG) 13 days	To give welding trainees experience in using this type of equipment

DONOR	GIFT	PURPOSE
Church of Ascension Montgomery, Alabama	Box of clothing	For use by releasees who did not have adequate clothing for free world
Birmingham and Montgomery, Alabama, merchants	Decorations, underwear, sox and refreshments	Christmas party for NIMH and MDTA students
Housewives		
Rehabilitation Research Foundation Board and Advisory members		
Montgomery, Alabama firms:		To provide a formal reception for vocational graduates, families, and guests
Bryan's Bakery	Cookies	
Foremost Dairies	Punch	
Fain's Hobby Nursery	Artificial greenery (loan)	
Colonial Baking Company	Bread	
Zale's Jewelry Company	Punch bowl and candelabra (loan)	
Frito-Lay, Incorporated	Fritos and potato chips	
Housewife Montgomery, Alabama	Shirts	For use by releasees
Professional and Business Womens Club of Montgomery Montgomery, Alabama	Clothes for one graduate	For use by releasee
Bear Brothers, Incorporated Montgomery, Alabama	Chrysler Airtemp air conditioning unit	For use in the administrative office
	Cotton rags	For use in auto service station mechanic-attendant shop
Federal-Mogul Services Montgomery, Alabama	Rulers with decimal equivalents	For welding trainees' use in blueprint reading

APPENDIX B

A Teacher's Role with the Disadvantaged



A Teacher's Role with the Disadvantaged

Donna M. Seay
Assistant Director, Experimental
Projects in Education and
Rehabilitation
Draper Correctional Center
Elmore, Alabama

Before the teacher's roles with disadvantaged students can be adequately discussed, a brief description of identifiable traits by which disadvantaged students are characterized should be given. For example, members of this type of population are economically deprived. One home in which we visited resembled a chicken coop more than a house, and of course, it was complemented by the oft-depicted "outhouse" which served the family, however inadequately, as a bathroom. In homes such as this one, it is not uncommon to find that several members of the family sleep in the same room, some of them on the floor. Unless unusual circumstances have led members of this population to accept middle-class standards, their social and moral values are strictly those of the lower class of society. Prostitution is accepted; in fact, male members of the family are flattered to have men sleep with their sisters. Incest is often condoned.

When I first began work as a consultant in the Experimental Academic Program at Draper, there was an old man who begged to enter the school. He was illiterate and promised to "keep the place spotless (clean)," if we would just let him learn to read and write. Naturally, I was somewhat curious about his background and found out later that he was from a family who accepted incest as a fact of life. Sometimes it was condoned on the basis that the other person was not actual kin--a sister-in-law or mother-in-law.

DISADVANTAGED STUDENTS

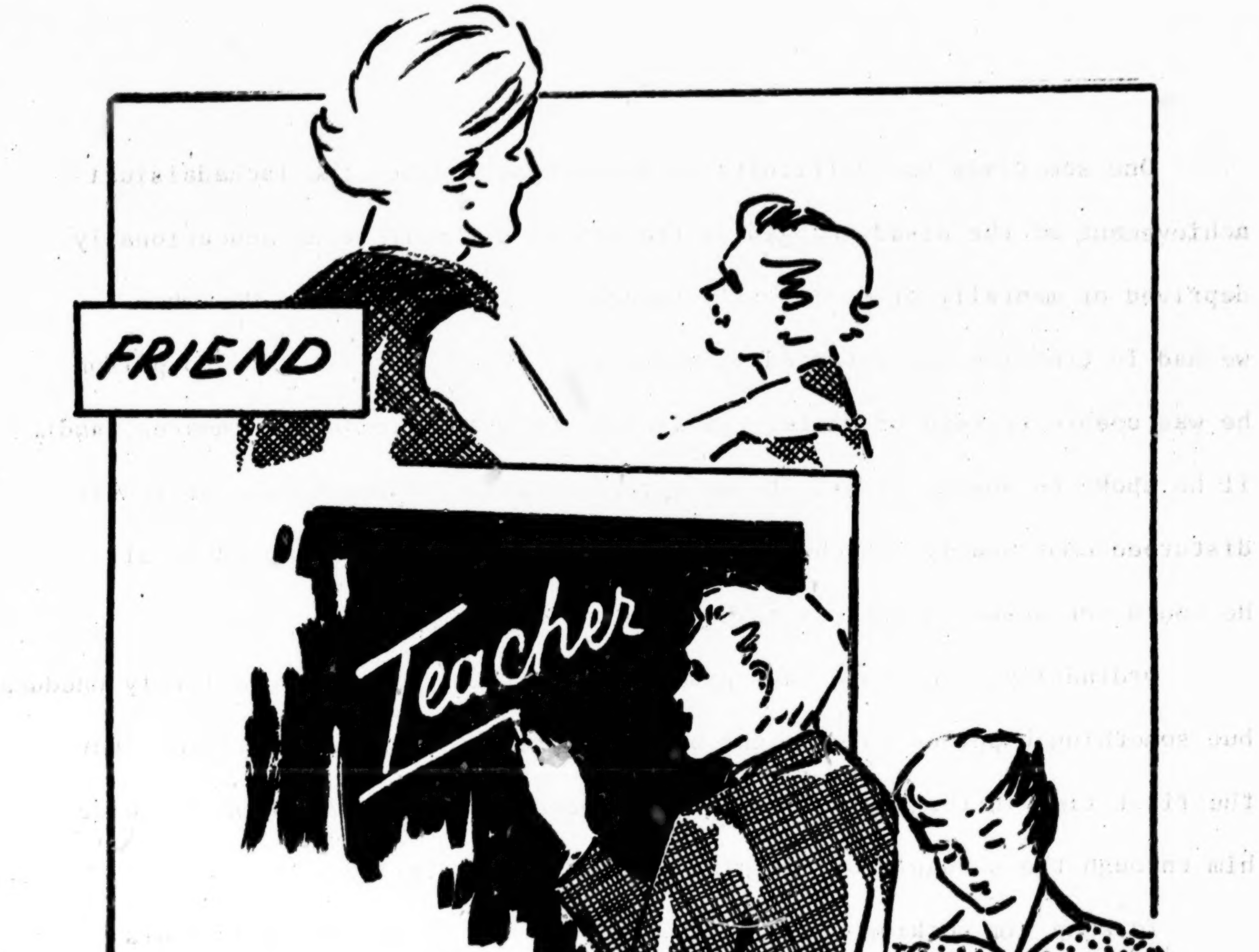
- **Economically deprived**
- **Lower class social and moral values**
- **Retarded**
  - **Mentally**
  - **Emotionally**
  - **Educationally**

One sometimes has difficulty in discerning whether the lackadaisical achievement of the disadvantaged is the result of their being educationally deprived or mentally or emotionally retarded. One 18 year-old boy whom we had in training was retarded in every way. When he first came to prison, he was unable to read or write. He isolated himself from other inmates, and if he spoke to anyone at all it was a rare occasion. When he was obviously disturbed emotionally, which was often, he was not able to respond at all. He could not answer questions asked him, nor would he work in class.

Ordinarily, one would have given him up as hopeless and completely uneducable, but something happened which might be considered by many as a miracle. For the first time in the boy's life, someone became interested enough to guide him through the struggle of learning to read and write.

To keep him working was a difficult job, but as he improved in his ability to read and write, the boy's overt emotional disturbances gradually decreased. He even learned some elementary arithmetic before he was finally paroled to a vocational rehabilitation workshop in Birmingham where he was able to work and make a small amount of money for the first time in his life.

Often a student who is from a poverty-stricken background may test out as having a very low I.Q., not because he is mentally retarded, but because he has had no exposure to the middle-class values and information that are assumed in the makeup of most mental maturity exams. A trainee in our welding course who was doing quite well in shop performance was having a hard time with his classwork because he could barely read. Yet, the boy was capable of understanding and retaining subject matter which was read aloud to him. With the help of his instructor and a college student who read to him or gave


FRIEND
Teacher
DOCTOR
MANAGER

oral instructions, this student graduated at the top of his class and made the best grades in the class in both class and shop work. (Of course, his tests had to be administered orally.) More important, however, this trainee was able to graduate and obtain a job in which he could earn $3 per hour. These extreme cases which I have cited indicate what can be accomplished with students who are disadvantaged.

It should be emphasized that a teacher who works with disadvantaged students must not only be very patient, but must also be ready to play many roles. Three basic roles that such a teacher will play will be those of friend, "doctor," and business manager.

The instructor, as friend, assumes the role of a counselor who knows how to ask the student questions which will reflect his interest and concern. By asking questions, an instructor learns facts and discovers feelings that will guide him in his relationship with the student. As the student answers the friendly teacher's questions, he is often relieved of pent-up emotions, and very likely he will develop some insight into his own make-up.

An instructor who is interested in a student and will listen to the student for the purpose of understanding him will reflect to that student a feeling of acceptance. It is important to a disadvantaged student that his instructor try to understand him without judging or condemning him. In other words, an instructor who is a friend will let the student know he accepts him as a person, even though he lets the student know that he does not condone actions which may be wrong.

In the role of friend, the instructor will also do whatever is possible to help a student solve his problems. He can, at least, reflect a sympathetic

"DOCTOR"

DIAGNOSE	○ **Test** ○ **Interviews** ○ **Observations**
PRESCRIBE	○ **Basic Education** ○ **Vocational Education** ○ **Personal-Social Development**
TREAT	○ **Application** ○ **Practice**
CURE	○ **Changes** ○ **Employable**

feeling and advise the student of several possible solutions, thereby enabling the student to be guided in making decisions in his own best interest. We have found that many disadvantaged youth are characterized by their idea that there is a "fatal only one solution" to a problem. They often spin their wheels in trying to accept the only solution they can visualize, whereas if they are taught to search for several solutions before making a decision in one instance, perhaps they can be led to generalize this behavior for all the problems they encounter and become able to make more intelligent decisions. If an instructor should lack the training and background to effectively counsel a student, then by all means, he should be willing to refer the student to a counselor who is trained to assist him.

In some schools, the role of "doctor" is played by both a counselor and the instructor. If a counselor is available, there should be close cooperation between him and the instructor in order that the two may function coordinately in the role of "doctor"--a role in which they will diagnose, prescribe for, treat, and cure the student's learning deficiencies.

There are certain basic requirements for diagnosing learning deficiencies. Several types of tests, such as achievement, I.Q., personality, and occupational interest, will give an indication of only a few symptoms of what is lacking. The "doctor," whether he is instructor or counselor, or both, should interview the student and others with whom the student has been closely associated, such as parents, friends, former employers, and teachers. The student should further be observed in classwork, in shop performance, and in social activities. When the instructor and the counselor coordinate the information gathered from test results, interviews, and observations, these "doctors" will then have enough information to diagnose at least some of the student's deficiencies. For example, results of tests indicated that one boy whom we had in our bricklaying class was deficient in arithmetic. In order to pinpoint exactly what areas of arithmetic he needed most, we observed his work in class and talked with his instructor. We learned that the boy, first of all, was unable to use a scale ruler which, of course, indicated that he could not do fractions. Thus, a short course in fractions was prescribed for him in order to cure his inability to read the scale ruler.

The student's deficiencies must be determined before a prescription for their treatment can be written. Of course, the prescription should recommend specific treatment for the academic, vocational and personal-social needs of each individual. No two students would be given the same prescription. Students may take some of the same subjects, but the subjects may or may not be taught to the group of students, as a whole.

Basic education in the areas of mathematics and language arts should be prescribed to fit the individual needs of the student.

Occupational training and related information is prescribed according to a student's interest and ability. Distributive Education may be taught along with a skill which requires knowledge of the marketing area in order that the tradesman may function adequately in an on-the-job application of his training. Service Station Mechanic-Attendant is a perfect example of a trade in which an employee would need to have received training in distributive education, for an employee in this trade should know how to sell, how to take inventory, how to keep stock, and how to set up displays in addition to his skill in doing minor auto repairs.

Personal-social development is one of the areas in which the disadvantaged are found to be most deficient. Human relations, manners, health, grooming, budgeting, applying for a job, and citizenship responsibilities are just a few of the subjects that are required in a developmental program. The importance of personal hygiene must be tactfully, though insistently, impressed upon these young adults. They must be guided to acquire good grooming habits, such as shaving, keeping a neat haircut, shining their shoes, brushing their teeth, and sometimes even bathing. The disadvantaged youth must learn to take pride in his appearance. If a guidance approach does not work, an instructor may have to be more persistent and straightforward, for good grooming is requisite to a student's getting a job, regardless of how skilled he becomes. Other areas of training, such as the area of human relations, are definitely essential if a disadvantaged student is to retain the job for which he was hired.

Treatment by a doctor, or the teacher, is dependent upon application of knowledge and practice of skill. Acquiring knowledge that can be applied to a related occupation or used in real life experiences is more meaningful to a student, especially a deprived student, than learning "for the sake of learning." It makes more sense to him and he will put forth more effort if he knows he will actually use his newly acquired knowledge to make money. An instructor should, by all means, explore methods by which the student may generalize the application of the specific knowledge and skill he is learning for a more expansive use. For instance, the bricklayer trainee who has learned to use the scale ruler to transpose blueprints into a brick wall should also learn to use the same scale ruler to estimate the amount of materials that

"MANAGER"

PLAN AND ORGANIZE	○ Job Analysis ○ Lesson Plans ○ Schedules ○ Pregress Charts ○ Test
INSTRUCT	○ Group ○ Individuals ○ Combinations
SUPERVISE	○ Shop Training ○ Classwork ○ Social Activities
MOTIVATE	○ Positive ○ Negative
EVALUATE OR RATE	○ Oral or Written Test ○ Observation

will be needed to build the wall. With proper guidance, he could further learn to do fractions by generalizing his knowledge of the scale ruler.

Very critical to the treatment phase is the student's practice of his newly acquired knowledge, for only practice can provide the experiences that are necessary for him to develop proficiency in the skill. As he becomes competent, he develops the self-confidence he may need to overcome a fear of failure. A more confident student becomes a better behaved student, and hopefully, his attitudes improve to the extent that he will become a valuable employee.

Manager

In order to implement the total program of diagnosis, prescription, treatment, and cure of a student's learning deficiencies, the teacher must play another and most essential role of "manager." An educational program, like any business or industry, requires a good manager to get maximum production. Just as a good business manager is able to get maximum production from employees, so also is a teacher who is a good manager able to get maximum production from students.

The teacher's managing duties are to plan and organize a total educational program that will include job analysis, lesson plans, schedules, progress charts, and tests, in order that he will be able to let the student know exactly what is expected of him prior to training. Unless these steps are taken prior to training, it is impossible to carry out an individualized instructional program. Once his training begins, the student can progress at his own rate because he knows exactly what to do next as he completes a particular job or lesson. An advanced student becomes very discouraged if he is held back until other students catch up in a class situation where the instructor is teaching the students as a group.

Of course, there are some subjects that lend themselves to being taught more effectively through group instruction or, perhaps, a combination of group and individualized methods. Some of the effective methods used in teaching a group of students are lectures, discussions, films or filmstrips, and records. Demonstrations, role playing, and projects can be used either with a group of students or with the individual student.

Individualized techniques include the use of programmed instruction, textbooks, workbooks, and study guides. Some teaching techniques combine group and individual instruction by using perceptoscope materials, programmed lectures, films, and games.

Some of the intellectual games now on the market are excellent methods by which certain subject matter can be taught. Interest in intellectual subject matter is stimulated by the use of these games, according to reports from Nova School in Ft. Lauderdale, Florida, where educators are experimenting with the games and finding them beneficial for the academic growth of their students. Whether there is an increase in the rate of learning when compared with other instructional methods has yet to be determined for this experiment is in an early stage. However, Nova School reports indicate that students like the games and are learning from their use of them. The fact that students enjoy this technique of learning seems to be in their favor, especially if they are used with the disadvantaged. Regardless of what methods are used, the students need close supervision in related classwork, in shop training, and in social activities that are designed to help them to develop as total persons. Thus, supervision is another vital function of the teacher who acts as a manager. Keep in mind that the main purpose of supervision is to assist the students in solving problems and to encourage their production.

A manager who understands the best methods of meeting individual needs is one who knows how to best motivate a group or an individual. Psychologists agree that while motivation may be either positive or negative, it should support desirable learning behavior. Reinforcers--rewards for progress--are considered to be excellent motivators because they meet a student's need to be recognized.

In our program at Draper, we consider the Outstanding Student Award as one such reinforcer. Every two weeks the vocational project selects an outstanding student from each of the seven classes. Students accumulate points on the basis of a rating scale which is completed daily by the instructors. Training progress, personal hygiene, personal-social relations, reliability, and interest are emphasized. The students who accumulate the most points every two weeks receive a monetary award of 50 cents which is presented in a Chapel program. In addition, the outstanding students are written up in the prison newspaper and have their photographs posted on the school bulletin board. The photographs are later presented to the students who win this honor.

A balancing, though negative, feature of this award is that 25 points are deducted from a student's total if he received disciplinary action during the two week period.

Compliments encourage the student to improve his performance. Other positive reinforcers that we use include the following: General Educational Development Test, MDTA Graduation Certificate, money for prescribed achievement, reports for placement and parole, rating sheets, trophy for the week, tests, opportunity to serve as instructor's assistant, and progress charts.

Some of the most successful ways in which an instructor can motivate a student are to show a sincere interest in him and in his progress and to make sure that the student's instruction is related to his chosen occupation. Another way is to challenge the student by assigning obtainable goals, then gradually raising the goals as the student progresses. Allowing the student certain training-related privileges, as long as he does not abuse them, is another motivational force. The disadvantaged youth has seldom been given an opportunity to show that he is trustworthy. Making opportunities to evidence your trust is yet another way in which you may encourage his development.

A teacher who wants the respect and confidence of these young adults should remain calm in spite of what happens. To let the students know that they can irritate or disturb you to the point of losing your temper is the quickest way to lose control of the situation.

One vocational instructor, whom I know, had difficulty in communicating with his students. He, unfortunately, was an explosive personality who easily lost his temper. To make matters worse, he was not well qualified in his teaching field. The handicap of not being able to communicate with his students and not being very well qualified in the trade certainly accounted for his lack of confidence. [illegible]

[illegible].

for his lack of confidence. This was probably the reason he lost control of his temper so easily.

The following case is an example of how easily and quickly he lost his temper. One day, one of his students inadvertently bumped him when they met in a doorway. The instructor verbally attacked the student using very abusive language before the student had a chance to apologize. This is only one of the many occasions on which he lost his temper. His students began to lose respect for him. They needed a more stable person to whom they could look for guidance.

A teacher who is working with young adults is in a position in which he simply must behave maturely, for however inmature his students may act from time to time, they need to be treated as adults if they are to be expected to grow into that role. An emotionally inmature teacher simply cannot work effectively with young adults who themselves often act inmaturely.

A student's interest in learning is usually contingent or dependent upon his needs or interest. If these contingencies are planned and managed to fit each student's needs, the probability rate of learning can be much higher than if they are left to chance. A good teacher is what we call a contingency manager.

Occasionally it is a difficult problem for the teacher to discover just what will motivate certain trainees.

One student in the third section of Auto Service Station Mechanic Attendant training who entered the project with a low educational achievement level seemed to be an impossible case. His vocational instructor was unable to get him to respond to any questions, nor were his Supplementary and Basic Education Instructors able to do so. He seemed to be either so disturbed or disinterested that on many occasions he did not even acknowledge their questions. At other times, he seemed unable to respond.

This problem was brought up in a staff meeting where the unusually low reading level of many of the trainees was being discussed. The Welding Instructor mentioned that one of the techniques he had used with a former trainee was reading shop related classwork to him because the student could not otherwise comprehend printed material.

In response to this suggestion, the Auto Service Mechanic-Attendant Instructor stated that considering the student's apparent motivation, someone would not only have to read to him but would also have to listen for him.

The problem of trying to communicate with this student was a desperate one, and when all efforts failed, the student was referred to the counselor to be dropped from training.

The counselor painstakingly attempted to talk with the trainee. After long minutes of coaxing him to feel free to talk, the counselor was finally able to get the inmate to mumble a few words and phrases. That first session with the counselor was somewhat significant, however, for the trainee then came for counseling sessions on his own, although he had a great deal of difficulty in stating his problems each time he came.

The counselor and instructors at this point felt that perhaps little could be done to train the boy sufficiently in a trade. Yet, if the trainee could be led to communicate with others, a great deal of progress would have been made. Thus, the boy remained in training and remained for awhile completely uncommunicative, sometimes falling asleep in class.

When the trainee first entered the Supplementary class and the instructor asked his name, fellow students had to reply because he only mumbled or grunted an inaudible reply. Many of his fellow students laughed. One remarked, "He may not be able to talk, but you ought to hear ____________ sing." The trainee was obviously embarrassed, so the instructor merely replied softly that he should like to hear him sing sometime, then let the subject drop. Some weeks later, the instructor was putting away a series of Earl Nightingale tapes to which the class had been listening when he noticed the trainee staring at the tape recorder with obvious interest. The trainee finally mumbled several words and the instructor realized he wanted to know if the recorder made tapes. The instructor replied yes and showed him the microphone. The boy's face lighting up was something to see, after weeks of having seen it totally without expression. At this moment, one of the other students asked, "Why doncha sing a song, ____________?" There was no answer for what seemed to be as long as several moments. "Wanna borrow that sometime," the trainee finally mumbled, then walked away.

This was his first occasion to make any oral response in the Supplementary class. But in a special reading class, he would talk into a tape recorder. Although his reading performance was poor and he drew rather than wrote his name, there was obviously color in his voice.

Pacing his suggestions carefully, the Supplementary Instructor asked the inmate on the next occasion when the class used the tape recorder if he wanted to sing a song. The boy nodded his head and took the microphone offered by the instructor but was unable to do any more that day. Taking the microphone back, the instructor promised the trainee he might try again another day.

On the second occasion when the trainee was offered the mike, he said, "Start the music," and started clapping. Someone laughed. And again he was unable to sing, although he seemed to be very anxious to use the microphone. The instructor suggested that if he left the room perhaps the trainee would be able to sing.

The Assistant Director of the project walked down the corridor and found the Supplementary Instructor standing in the corridor. The instructor explained what was going on and by then, the two could hear the trainee clapping out a rhythm on the table and singing to his heart's content.

When the instructor returned, the trainee handed him the microphone and tried to speak. Yet, he could not, so he took the mike back and sang, "Thank you."

So effectively had the boy been able to express himself musically that this episode was shared with the Service Station Instructor. The trainee was allowed to make a set of bongo drums. The Service Station Instructor then allowed this trainee to play the drums and sing on occasion as a reward for progress made by the entire class.

The boy began to ask his instructors on Monday if they had a nice week end. On one occasion when the Supplementary Instructor visited the

Service Station class, the trainee noticed a chair was not available and offered the chair in which he was sitting.

The combined efforts of the instructors and the counselor in reaching this trainee have been richly rewarding. Although he will need additional training after graduation in order to perform at entry level, one of his greatest blocks to learning has been removed, for he is currently a wellspring of verbalization.

One might wonder how this boy's progress may be evaluated. We can't say that he is the best student in the class. Neither can we say that he is ready to get a job. But we do know that he has made more progress than most of the boys in the class because he had farther to go.

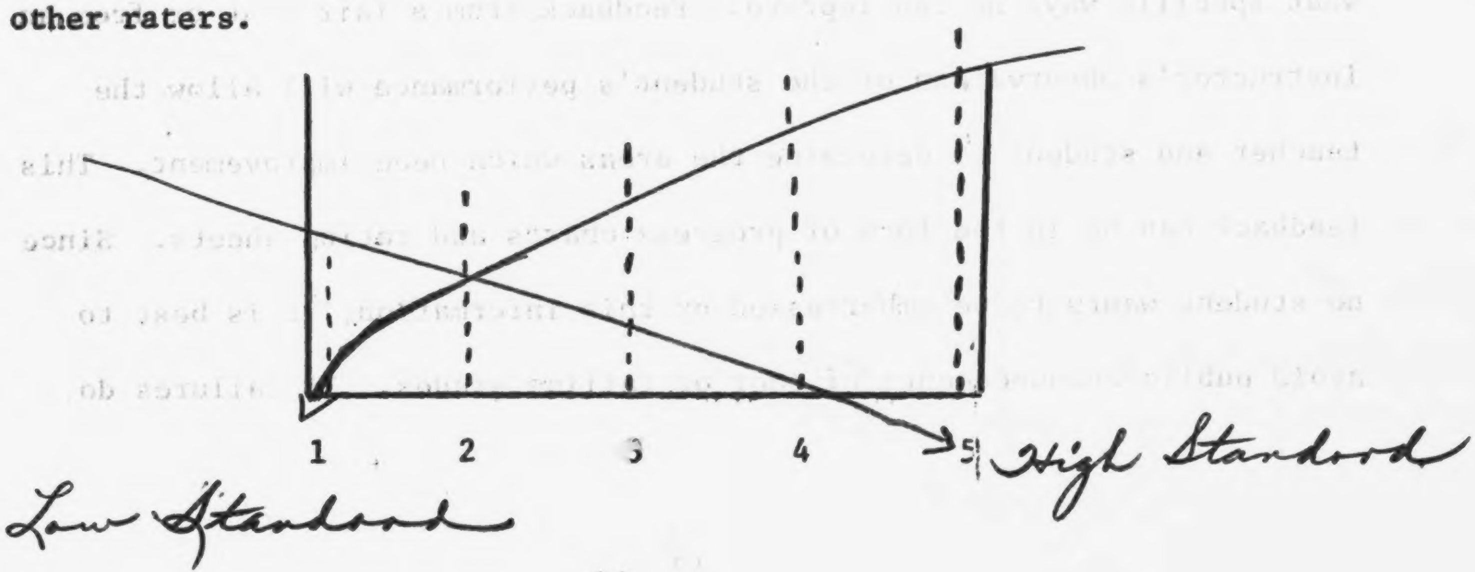
It is certainly important that this particular boy be placed in a job where he can receive additional training and the channels of communication can remain open.

Although, this is one of our most extreme cases, it does point out what can happen in a program designed to reach and motivate disadvantaged youth.

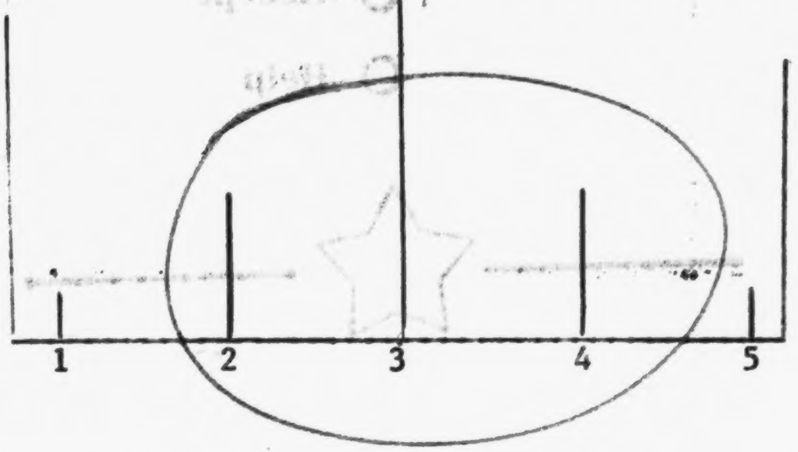
Evaluation can be a very touchy subject, unless it is approached in a manner that allows the student to understand what progress he has made and what specific ways he can improve. Feedback from a fair test or from an instructor's observation of the student's performance will allow the teacher and student to determine the areas which need improvement. This feedback can be in the form of progress charts and rating sheets. Since no student wants to be embarrassed by this information, it is best to avoid public announcements of poor or failing grades. If failures do occur, the teacher and student should take stock and find out exactly what the trouble is. It might be the teacher's fault. Maybe test questions were not clear, or perhaps they were tricky. It could be that the teacher is guilty of making errors in his rating. If you, as a teacher, find this to be true, do not feel too guilty, because many other good teachers have made such errors.

Rating errors generally are classified in four categories. One is the logical error which is a tendency to give similar ratings to two or more traits which are logically related in the mind of the rater. The logical error occurs when two traits on a rating scale, in our minds, mean the same thing. For instance, let's look at the traits "preparation" and "attitude." We realize these are two distinct rating items. Yet, when we rate a particular student, we remember that he is always prepared and ready to get going, and we assume that his preparation is indicative of a good attitude. In reality, this student may have a poor attitude, but we have a tendency to correlate these two traits which we should be considering separately.

Another category of rating errors is what we call the standard error, a tendency to overrate or underrate everyone as compared with the average of other raters.



A third, the central tendency error, is the tendency to group ratings about the average point and avoid extreme ratings either high or low.



The last may be called the halo, or horns error because a general or overall impression affects the rating of specific traits. In other words, a teacher appreciates a student's courteous attitude, and tends to rate him high on the basis of this overall impression. The converse is true; should the student always be rude, a teacher might have a tendency to grade him low in areas other than manners or attitude.

All of these errors may be reduced if a rating form is developed very carefully and is kept conscientiously each day.

The easiest way to avoid this task of rating is to say that these people do not want to be tested or graded. I will agree with you, if the same methods of grading that were sometimes used by their past teachers are still your criteria for testing and grading.

But if a good rating form with minimum error is employed and the

FRIEND

○ Question
○ Listen
○ Accept
○ Help

* * *

DOCTOR

○ Diagnose
○ Prescribe
○ Treat
○ Cure

* * *

MANAGER

○ Plan and Organize
○ Instruct
○ Supervise
○ Motivate
○ Evaluate

teacher explains to the students the real purpose of testing and ratings, a good measurement of students' progress can be made. As long as these methods of evaluation are properly used, the students will ask for this measurement of their progress. In fact not only will the students demand it, so will potential employers.

Evaluation can motivate the student or it can discourage him, depending upon the attitude the teacher takes about it. If a teacher fails to provide a fair system of rating a student, or if he is careless in his record keeping, the teacher may well do more harm than good. The interest a teacher can show in the personal needs of a student and his progress when he is effectively evaluating the student can be the key to motivating the student to make the desired response.

The teacher who works with the disadvantaged will require specific training for some of the roles he will need to play.

For instance, a teacher who is also a friend and counselor should understand the personal needs of the disadvantaged. Techniques in counseling is an excellent area for in-service training. Human relations is another. The doctor who is responsible for the diagnosis, prescription, treatment, and cure should know how to use different types of instruments for assessment and to interpret their results diplomatically; he should know how to observe carefully, to determine deficiencies in basic education, vocational training, and personal-social development, to relate education to chosen occupations or real-life situations, to provide means of practicing, to recognize behavior change that would lead to employability. Both experience and training are necessary if these duties are to be effectively carried out.

DIPLO

Specific training is also required for the teacher who, as manager, must learn how to do job analysis and lesson plans, to schedule various activities, to develop good progress charts and tests, to use various teaching techniques, and to effectively supervise, motivate and evaluate students. The training and experience necessary to fulfill these roles of friend, doctor, and manager will take a great deal of time, but I feel that you are dedicated and interested enough that you will take time to learn how to best serve your students. In-service training, in the form of conferences, workshops, programmed instruction, reference material, current publications, etc. which pertain to your problems is essential to our own growth and development which, in turn, is essential to the student's growth and development.

APPENDIX C

Materials Development Unit

FIELD TEST REPORT

Programmed Lessons

developed by

Rehabilitation Research Foundation
Elmore, Alabama
Experimental And Demonstration Manpower Project

under

Manpower Development And Training Act
(Public Law 89 - 15)

Introduction

Programmed instruction is a relatively new approach to education. Designed to present subject matter in a systematic fashion, programmed instruction has been demonstrated to be an effective teaching technique which permits each student to progress at his own best rate of learning. Because responses are frequently called for, the student is actively involved in the learning process.

The teacher who uses programmed materials is freed to give individual instruction when and where it is most needed. He is spared some of the drudgery of detailed lesson planning to allow for individual differences of his students. There are far fewer papers to grade. The role of the teacher becomes that of a "behavior manager" who diagnoses the deficiencies of students, prescribes programs to meet these deficiencies, and motivates the students in various ways to achieve maximum learning.

The programmed lessons discussed herein were prepared by the Materials Development Unit, Rehabilitation Research Foundation, for several basic trades. They were designed initially for disadvantaged youth who had seldom if ever been successful in traditional learning situations. Most had dropped out of school before they finished the eighth grade. The lessons were successfully field tested with such groups. They were also field tested with classes in the State Vocational and Technical Schools.

The lessons field tested to date are as follows:

"Recognizing Electrical Circuit Symbols"

"Recognizing Electronic Circuit Symbols"

"Introduction to the VOM"

"Introduction to Electricity"

"Soldering Leads"

"Mixing Mortar"

"Applying for a Job"

"Servicing Carburetor Air Cleaners"

"Introduction to Letter Writing"

"Tools and Areas of the Haircut"

Several additional programs not reported here have undergone partial field tests.

The majority of the lessons were designed to be administered early in the student's training. In the field tests, however, it was not always possible to administer them at the appropriate time.

The Field Test Students

Tests were administered to over 500 students, all of whom were enrolled in one of several vocational courses. They represented a wide range of backgrounds, levels of training, and experience in their fields. These individual differences are readily seen in the great variation in pretest scores; however, the validity of these lessons is demonstrated by the consistently high performance and net gain of most students on the post-tests.

Conditions of Field Tests

The field tests were administered at nine State vocational technical schools, one high school, and three M.D.T.A. projects. There was a wide variation in the environmental conditions. The number of students taking the lessons at any one time ranged from ten to 200. Adequate space was generally available at most schools. Some field tests were administered in one day, some in two. In some instances, students took only one lesson; in others, as many as five.

One of the objectives of the field tests was to demonstrate the flexibility of training possible with programmed lessons. Students in the same class, in some cases, were learning from as many as five different lessons in as many different subject matter areas. There were students who, depending on their background and learning rate, could take as many as five lessons in the time that some fellow students could take only one.

Field Test Procedure

Each lesson was packaged separately and contained numbered documents as follows:

Item 1. Personal data questionnaire
*Item 2. Vocabulary test
Item 3. A pretest
Item 4. The programmed lesson
Item 5. A post-test

All classes were assembled at each school and given the same oral directions: They were asked to work the package in the order listed above. Students were requested to keep a record of time spent for Item 4, the actual lesson; however, they were told to take as much time as they needed. They were told that no questions concerning subject matter would be answered.

The students were always advised that the lessons were being tested--that their role was that of tryout subjects.

Students were supervised throughout the field tests.

Field Test Results

Approximately 75 per cent of the more than 900 field test packages were scored by an independent consultant.

*This test contained non-technical words selected from those actually used in the lessons. It was administered in early field tests to determine if the words were known by the design population. The vocabulary test was eliminated in subsequent tryouts.

Several of the lessons were marked "invalid" for one or more of the following reasons and were not counted in the tabulation:

1. Did not take the pre- or post-test
2. Took the pretest after taking the lesson
3. Did not make written responses in the lesson
4. Took post-test before completing the lesson

Exhibits A and B summarize the average pre- and post-test scores lesson by lesson, and school by school. Each number represents the percentage of correct answers. Exhibit C shows overall averages.

Retention Study

There is no claim that programmed instruction provides increased retention in all instances. It is held that no matter what the training method, subject matter will rarely be retained for any length of time unless it is put to realistic use by the student.

The first field test, at the Birmingham MDTA project, was followed three weeks later by the re-administration of the post-test in an attempt to provide some data on retention of subject matter learned by programmed lessons.

In presenting the data below, it must be noted that the lessons were field tested during the first two weeks of the courses (consistent with the design of the lessons) and that much of the subject matter was utilized immediately after the original field tests and before the retention test.

Lesson	Pre	Post	Retention Test
Symbols	8%	93%	82%
VOM	8%	98%	89%
Intro. to Elec.	43%	93%	92%
Soldering	27%	91%	85%

Curriculum Installation

The Rehabilitation Research Foundation operates an MDTA project at Draper Correctional Center. Several trades are taught, including Radio-TV Repair, Barbering, and Bricklaying. Although it was impractical to fit the programmed lessons to the curricular schedule of the various field-test schools, it was possible to install the lessons in the precise place in the curricula of the courses at Draper.

These data, therefore, are reported separately in that they give an exact picture of some of the lessons when used in the appropriate place in the training schedule.

Lesson	Pre	Post	Net Gain
Circuit Symbols	16%	94%	78
Mixing Mortar	28%	97%	69
Tools and Areas	35%	98%	63

Student Reaction

Questionnaires were administered to the students at the end of a majority of the field tests. Students were asked to write the name of the school on the questionnaire, not their own names. Number of students responding to each item is recorded in the appropriate place.

School ______________________________

Please check the best statement according to your own opinion.

I. What did you think?

A. 382 I would like to take more lessons like these

B. 19 It doesn't matter one way or the other

C. 10 I never want to see lessons like these again

II. How should they be used?

A. 306 Mixed with my regular classroom and lab most of the time

B. 64 Used occasionally

C. 20 Never used

III. How difficult were the lessons to learn from?

A. 10 Harder than lecture and textbooks

B. 62 About the same as lecture and textbook

C. 298 Easier than lecture and textbook

IV. My comments about the lesson and the field tests.

A wide variety of comments were received on this section. It is interesting to note that almost all students made some comment.

Some of their unedited comments follow.

"I believe I learned more from these lessons than the two weeks I've been in school. I really like the trial."

"These books explain themselves so well, that you can easily grasp what you did not know about the subject. Also the material in the books tell only the important facts that are needed."

"I enjoyed the lessons. Some instruction could have been more specific. I believe they would be helpful used with other classroom studies."

"This material is wonderful. Since it's only following directions, I think it will be a great asset to the educational world."

"You might need a proofreader (Ha!) As a whole they were constructive and of great help."

"I think that students could learn more of what they really need to know by this type of training."

"I think we should have more of the same instruction and questionnaire to do. It will help us to complete and do it correctly in least time."

"I would like to learn about electronics from these books, because I like the method of teaching."

"Keep up good work."

"I believe this method of instruction to be superior to any that I have taken. Before taking these lessons, I couldn't answer any of the questions of the pre-test; after completing the instruction lessons, I was able to answer almost every question. In my opinion, this is a wonderful and helpful way of instruction. I hope to have more of it in the future."

"The most amazing method of learning (or teaching) I have ever encountered. It's simple and easy."

"This is a most impressive method of instruction. I was somewhat puzzled as to my retention of the symbols. I found that after I had completed the Symbols lesson, some five hours later, I could identify most all I had learned. Furthermore, I could write apprx 86 of the symbols as well as identify them."

"I think the lessons should be spread out more instead of a lot of different things in one or two days."

"These test were very explicit. I should like to see how you carry them over to a field of reasoning with Math."

"I thought the lessons were excellent and would like to take a follow-up test in a week or so to see how much I comprehended."

"I liked this types of teaching along with a supervisor."

"I think that any subject we have trouble learning we should go to this method."

"I enjoyed take part in thise lesson. I tried to answer all the Question, but I have never work in any firm except a Cleaner."

"I think this method of teaching is very self explanatory and it does not need any help or instruction from a teacher. All that is necessary is to follow directions."

"I like this method of teaching. I think it is very good especially for the beginner. I am quite sure that I could learn much faster this way. Thank you."

"When perfected they should be very beneficial to everyone concerned."

"I think this is a very good system. I think a student could learn more if he went over his lesson in this manner first then in class let the instructor help you if need. I like this method better than lectures."

"Good visual teaching."

"Simply terrific way to learn. Would like to see it in Math."

Summary and Conclusions

1. Eighty-five percent of the students made 90% or better on all post-tests.

2. Forty-three percent of the students made 100 percent on the post-tests.

3. These programmed lessons appear to "close the gap" between students with more initial knowledge (as indicated on pretests) and those with little or no knowledge; post-test scores showed no significant differences.

4. Students can study at their own self-determined rate without sacrifice of post-test performance and without regard to the work rates of other students.

5. Students in the same classroom can study different subject matters without affecting each other.

6. A majority of the students participating in the field tests appeared to like this method of learning.

Experimental And Demonstration Project
MDTA of 1962 (Public Law 89 - 15)
Draper Correctional Center
Elmore, Alabama

Grantors: U.S. Department Of Health, Education, And Welfare
U.S. Department Of Labor
Grantee: Rehabilitation Research Foundation

COMPARISON OF AVERAGE SCORES,* ALL LESSONS, BY TRADE SCHOOLS.

(Minor High School is not a State trade school.)

School ▶	John Patterson			Shelton			Wenonah			Gadsden			Jefferson County			Minor			Alabama			N.F. Nunnelley			W.R. King		
LESSON	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain
Electrical Circuit Symbols	13	96	83	9 29	95 99	86 70	17	91	74							4	90	86	15	88	73						
Electronic Circuit Symbols				32	98	66							11	96	85							36	97	61			
Intro. To VOM	20	99	79				44	96	52										16	98	82	3	100	97	0	96	96
Intro. To Electricity	66	96	30																								
Soldering Leads	25	93	68																						21	63	42
Intro. To Letter Writing	24	92	68																								
Mixing Mortar							33	97	64																		
Servicing Carburetor Air Cleaners	26	95	69	58	96	38				43	94	51										7	71	64			
Applying For A Job	13	90	77																			35	84	49	37	85	48
Tools And Areas				35	89	54																0	98	98			
Good Job Habits																						54	96	42	63	99	36

*The wide variation in pretest scores on some lessons is attributed to differences in amount of training. At some schools, students were in their first week of training, at others, in advanced sections of their curricula.

Exhibit B

FIELD TEST SCORES

Experimental And Demonstration Project
MDTA of 1962 (Public Law 89 - 15)
Draper Correctional Center
Elmore, Alabama

Grantors: U.S. Department Of Health, Education, And Welfare
U.S. Department Of Labor
Grantee: Rehabilitation Research Foundation

COMPARISON OF AVERAGE SCORES,* ALL LESSONS, BY MDTA PROGRAMS.

	Birmingham			Montgomery			Gadsden		
LESSONS	Pre	Post	Net Gain	Pre	Post	Net Gain	Pre	Post	Net Gain
Electrical Circuit Symbols	8	93	85						
Introduction To VOM	8	98	90						
Introduction To Electricity	43	93	50						
Soldering Leads	27	91	64						
Introduction To Letter Writing	63	91	28	60	92	32			
Mixing Mortar									
Servicing Carburetor Air Cleaners							36	91	55
Applying For A Job	26	94	68	24	87	63			
Tools And Areas				8	90	82			

---

*The wide variation in pretest scores on some lessons is attributed to differences in amount of training. At some schools, students were in their first week of training, at others, in advanced sections of their curricula.

Exhibit C

AVERAGE SCORES, ALL LESSONS, ALL STUDENTS

		SCORES		
Name of Lesson	No. of Students	Pretest (% Correct)	Post-test (% Correct)	Net Gain
Recognizing Electrical Circuit Symbols	163	12	90	78
Recognizing Electronic Circuit Symbols	35	26	97	71
Introduction To VOM	129	21	98	77
Introduction To Electricity	65	54	94	40
Soldering Leads	77	25	92	67
Introduction To Letter Writing	124	59	91	32
Mixing Mortar	17	64	97	33
Servicing Carburetor Air Cleaners	75	37	93	56
Applying For A Job	129	29	88	59
Tools And Areas Of The Haircut	65	16	90	74
Good Job Habits	45	60	95	35

INSTRUCTOR'S MANUAL
for
PROGRAMMED LESSONS

OF

THE REHABILITATION RESEARCH FOUNDATION
ELMORE, ALABAMA

DEVELOPED UNDER
M.D.T.A. of 1962 (P.L. 89 - 15)

What are programmed lessons?

Programmed instruction is a relatively new approach to education. Using programmed materials, the teacher is freed to give individual help on an "as needed" basis without holding back students who do not require as much personal instruction. Also, the teacher is freed from some of the drudgery of grading papers and preparing daily lectures and demonstrations.

Programmed lessons can fill the role of tutor for the student: the lesson demonstrates how to do something, asks the student questions about what he has read, gives him help when he needs it, tests him on the subject he has learned, and immediately tells him how well he has performed.

Each programmed lesson allows the student to progress at his own best rate of learning. The slow learner can spend as much time as he needs without holding back the faster students or upsetting the schedule of the instructor.

Programmed instruction is based on sound educational practices and principles. The lessons are systematically designed to actually teach skills and/or knowledges, unlike textbooks, which make no attempt to control a student's learning experience. Each lesson has been designed for the student; revised on the basis of many individual try-outs; and tested by groups of students before being printed. (Pre and post-test scores are available for each of the lessons developed by Rehabilitation Research Foundation.)

Who should use the programmed lessons?

Most of the programmed lessons prepared by the Rehabilitation Research Foundation have been designed for specific trades. There are a few lessons for personal-social training which are applicable for students in any course of study. Initially, all of the lessons were designed for disadvantaged youth who had seldom if ever been successful in traditional learning situations. Most had dropped out of school before the eighth grade.

These lessons have been demonstrated to be effective in training situations for students with widely varying educational and training backgrounds. However, most of the lessons written to date have been designed for the student in the early portion of his curriculum. That is, the subject matters treated so far are fundamental knowledges and skills of the various trade areas.

Primarily, the lessons are intended to be used with classes in the State Vocational and Technical Schools, M.D.T.A. projects, and for trade and industrial courses in high schools. The trade areas for which lessons have been designed include the following: Radio-T.V. Repair, Electronics, Industrial Electricity, Electrical Appliance Repair, Barbering, Bricklaying, and Auto Mechanics.

The following scores give an indication of the effectiveness of some of the programmed lessons prepared by the Rehabilitation Research Foundation. Note the relatively high pretest scores (tests of the subject matter given before the lesson) for some of the lessons. These scores are believed to be high because many of the students tested had had much training in the subject matter area.

Average Scores

Name of Lesson	No. of Students	Pretest (% Correct)	Post-test (% Correct)	Net Gain
Recognizing Electrical Circuit Symbols	163	12	90	78
Recognizing Electronic Circuit Symbols	35	26	97	71
Introduction To VOM	129	21	98	77
Introduction To Electricity	65	54	94	40
Soldering Leads	77	25	92	67
Introduction To Letter Writing	124	59	91	32
Mixing Mortar	17	64	97	33
Servicing Carburetor Air Cleaners	75	37	93	56
Applying For A Job	129	27	88	61
Tools And Areas Of The Haircut	65	16	90	74
Good Job Habits	45	60	95	35

When should the lessons be used?

As already stated, these lessons are usually intended to be administered to students in the early part of their training. It has been demonstrated that these lessons are most effective when they are administered to the student when he has a need for the subject matter content of the lessons. For example, a Radio-T.V. Repair instructor's schedule may call for a demonstration of soldering the fifth day of class because the students need to know how to solder in order to perform a certain job the next day. Instead of showing the students how to solder as a group, the instructor gives each student the programmed lesson, "Soldering Leads." These lessons are flexible enough to fit virtually any instructor's training plans.

How should the lessons be administered?

As a rule the programmed lesson should be taken by the student in one sitting. They have been designed to teach the student a specific topic in a short period of time - usually no more than two hours. The lessons on "Recognizing Circuit Symbols" are exceptions. They are designed to be taken in two parts, usually one in the morning and one in the afternoon.

The table below shows the range and average time the lessons took in field tests.

Lesson	Range	Average Time
Recognizing Electrical Circuit Symbols	50 min. to 5 hrs. 5 min.	2 hrs. 42 min.
Recognizing Electronic Circuit Symbols	1 hr. 20 min. to 3 hr. 40 min.	2 hrs. 18 min.
Introduction To VOM	25 min. to 2 hrs.	50 min.
Introduction To Electricity	30 min. to 2 hrs. 52 min.	1 hr. 20 min.
Soldering Leads	20 min. to 3 hrs.	1 hr.
Mixing Mortar	39 min. to 1 hr. 31 min.	1 hr.
Servicing Carburetor Air Cleaners	25 min. to 1 hr. 40 min.	55 min.
Tools And Areas	20 min to 1 hr. 30 min.	48 min.

The following are general steps we recommend that the instructor follow in administering the programmed lessons:

1. Seat the students so that they have adequate writing space.
2. Make sure each student has a pencil. (A pen should not be used because the student may need to erase.)
3. Emphasize to the students that the programmed lessons are not tests, but teaching mechanisms.
4. Tell the students to follow all directions in the lessons exactly.
5. Tell the students to actually write in the books.
6. Pass the lessons out to the students.

Tell the students:

7. To take out the answer booklet contained in each lesson and lay it aside.
8. To check their answers only when the lessons tells them to do so.
9. To erase incorrect responses and write in the correct answers.
10. To take as much time as they need to work the lessons.
11. Always avoid stopping the students to lecture to them while they are taking the lessons. If a student has difficulty, give the lesson a chance to clear up his confusion before helping him.
12. Give the students supervision while taking the lessons, making sure they are following directions. Some things to look for:
    - A. Not writing answers in the text.
    - B. Merely copying answers from answer booklet.

C. Not writing answers to every question.

D. Skimming material, not reading carefully.

Because the lessons are designed so that each student can learn at his own best rate, students will finish the lessons at wide intervals; therefore, it will be necessary for the instructor to plan activity for the students on an individual basis in advance.

Any questions concerning the programmed lessons should be directed to the Rehabilitation Research Foundation, Elmore, Alabama.

Detailed information for each lesson is available and should be read before using it in the classroom.

AN EXAMPLE OF REQUESTS FOR MATERIALS

February 10, 1966

Mr. Wayne Webber
The Bryce Hospital
Station 3, Ward 35-W
Tuscaloosa, Alabama

Dear Mr. Webber:

The programmed instructional materials about "Barbering" will be made available through Mr. J. F. Ingram, Director of Vocational Education, State Department of Education, Montgomery, Alabama. He can also give you the cost of these materials.

We do appreciate your interest in our barbering programs.

Sincerely yours,

John M. McKee

JMM/ekw

APPENDIX D

Follow-up Data and Case Summaries

STATISTICAL INFORMATION ON GRADUATES THRU MARCH 31, 1966

TRAINING COURSE	GRADUATED	RELEASED ON PAROLE	RELEASED ON COMPLETION OF SENTENCE	RELEASED TO DETAINERS	NOT ELIGIBLE FOR RELEASE
Auto Service Station Mech. Attend.	19	10	3	2	3
Barbering	19	12	5	1	1
Bricklaying	20	14	3	0	3
Combination Welding	19	12	4	1	3
Small Electric Appliance Repair	18	11	3	1	2
Technical Writing	9	5	1	0	3
Radio & T. V. Repair	10	9	0	0	1
TOTALS	114	73	19	4	16

TRAINING COURSE	ELIGIBLE NOT RELEASED	PLACED ON TRAINING RELATED JOBS	PLACED ON NON - TRAIN. RELATED JOBS	REIMPRISONED FOR TECHNICAL PAROLE VIOL.	REIMPRISONED NEW OFFENSE
Auto Service Station Mech. Attend.	1	10	3	1	
Barbering	0	15	2	1	1 Misdemeanor
Bricklaying	0	14	3	1	1 Misdemeanor
Combination Welding	0	14	2	1	3 Felonies
Small Electric Appliance Repair	1	13	1	0	
Technical Writing	0	2	4	0	
Radio & T. V. Repair	0	7	2	0	
TOTALS	2	75	17	4	5

Follow-up Data

length of Release
3/31/66

8 trainees out for 11 months

3 trainees out for 10 months

12 trainees out for 9 months

3 trainees out for 8 months

3 trainees out for 7 months

9 trainees out for 5 months

10 trainees out for 4 months

17 trainees out for 3 months

14 trainees out for 2 months

4 trainees out for 1 month

---

92 trainees placed in jobs
_4 trainees released to face other charges (detainers)

96 trainees released from Draper

Returnee Rate, by courses

	Released	Returned	Rate
Auto Service Station Mechanic-Attendant	15	1	7%
Barbering	18	3	17%
Bricklaying	17	2	12%
Electrical Appliance Repair	15	0	0%
Radio-TV Repair	9	0	0%
Technical Writing	6	0	0%
Welding	16	4	25%
Totals	96	10	

Note: 92 actually released to jobs
10 returned to prison

Overall returnee rate: 10.8%

John M. McKee, Ph.D.
Executive Director

Donna M. Seay, M.A.
Assistant Director

Joe W. Thomas
Finance Officer

REHABILITATION RESEARCH FOUNDATION

P. O. Box 1107
Elmore, Alabama

Dear Mr.

As you probably know the Draper Vocational Experimental-Demonstration Project at Draper Correctional Center is making a follow-up study of all graduates of the project. This study is to determine what effect, if any, training of youthful offenders has on the rate of recidivism.

A questionnaire is enclosed concerning the following named parolee(s):

It would be appreciated if you would fill in the applicable questions and return the questionnaire(s) to me, along with any comments you might have about the project.

Sincerely yours,

Jim D. Morrison
Follow-up Counselor

JDM/jg
Encl.

FOLLOW-UP QUESTIONNAIRE

Date: ____________________

NAME: ______________________________ SERIAL NO. ______________

VOCATIONAL CLASS: ____

DATE COMPLETED TRAINING: ____________________, 19 __

DATE PLACED ON PAROLE: ____________________, 19 __

PRESENT EMPLOYER: ______________________________

EMPLOYER'S ADDRESS: ____

NAME OF FOREMAN: ______________________________

SHIFT WORKED (Check one) NIGHT ______ DAY ________

DO YOU CONSIDER PAROLEES JOB AS TRAINING-RELATED TO THE VOCATIONAL CLASS ATTENDED:

YES ____ NO ____

WITH WHOM DOES HE RESIDE? PARENTS _____ WIFE _____ BOARDING HOUSE _____

OTHER ______________________________

WHAT IS THE GENERAL ATTITUDE OF THE PAROLEE?: ______________________________

____

____

HOW DOES THE PAROLEE CONDUCT HIMSELF?: ______________________________

____

____

HAS THE PAROLEE BEEN INVOLVED IN ANY NEW CRIMINAL ACTIVITIES? IF SO DESCRIBE:

____

____

WHAT IS YOUR PROGNOSIS AS TO THIS PAROLEE REVERTING TO CRIMINAL BEHAVIOR? (Narrative)

____

DO YOU FEEL THAT THE DRAPER VOCATIONAL PROJECT HAS HAD ANY EFFECT ON THIS INDIVIDUAL, GOOD OR BAD?

YES ________ NO ____________ PLEASE EXPLAIN ____________

____

____

A Case Summary
(Successful)

John Doe works as a welder in his step-father's auto parts firm and is also learning to do body repair work and painting. He is earning from $50 to $75 per week, and his step-father is very proud of his trade and his ability. "He is all I expected of a son--I wish I had two more like him," his father told the Follow-up Counselor. This parolee lives at home with his family. His only problem is the fact that his younger brother still treats him as an "ex-con," but the other members of the family accept him as an integral member. This boy has been on parole for approximately three months.

John was born in 1943 in _______County, Alabama. His mother and father are separated. He completed the 7th grade at a Jr. High School in _________, Alabama.

In 1963, he was convicted of burglary and grand larceny and sentenced to two years imprisonment. At Draper, he enrolled in Welding in the Vocational Experimental School. Tests were administered before training began and upon completion of training. Results of MAT were:

MAT TEST	BEGINNING SCORE FORM A DATE 4-65 GRADE PLACEMENT	ENDING SCORE FORM BM DATE 10-65 GRADE PLACEMENT	COMPARATIVE PROGRESS + INCREASE - DECREASE
Word Knowledge	11.0	12.6	+1.6
Reading	12.2	11.6	-0.6
Spelling	7.6	10.0	+2.4
(A) Language Usage			
(B) Punctuation & Capitalization			
(C) Kinds of Sentences			
(D) Parts of Speech			
Total Language (Parts A-D)	6.4	7.1	+0.7
Language Study Skills	6.4	10.6	+3.6
Arithmetic Computation	7.2	9.9	+2.7
Arith. Problem Solving-Concepts	8.5	11.5	+3.0
Social Studies Study Skills		12.6	
Composite (Total Average)	8.5	10.5	+2.0

Results from Kuders[3] were:

KUDER PREFERENCE (VOCATIONAL) V Score 41

Interest area	Raw Score	%ile
Outdoor................	63	84
Mechanical.............	45	48
Computational..........	26	60
Scientific.............	55	87
Persuasive.............	22	05
Artistic...............	33	79
Literary...............	15	43
Musical................	2	02
Social Service.........	43	74
Clerical...............	33	13

KUDER PREFERENCE (PERSONAL) V SCORE 49

Preference	Raw Score	%ile
For being active in groups.	29	33
For familiar and stable situations................	47	80
For working with ideas.....	26	58
For avoiding conflicts.....	41	73
For directing others.......	20	04

His score on the Otis Mental Ability Test, Form Bm, was 48 which is equivalent to an I.Q. of 106.

In welding, his overall grade was "A" in both classroom and shopwork. Final grade in supplementary education was "C." His instructor believed that he could start above entry level of welding.

Upon completion of the course, he was paroled and employed with an auto-wrecking company.

A Case Summary
(Successful)

Joe Ringo had been promoted to manager of a barber shop in a small town at the time the progress of the Draper project was last reported. Today this parolee is responsible for checking the money and closing the shop each day. He lives with his grandmother and is dating a girl who is a senior in high school.

Formerly, this parolee had been living with an aunt and an uncle some 20 miles away from his work, and he had experienced difficulty in getting transportation to and from work. The boy is earning $60 per week and has remained in the same job since he was paroled, so he was able to buy a 1960 model car for $195 and no longer has transportation problems.

One problem arose when he began dating his present girl whom he had not told about being an ex-prisoner. Somehow, the girl's mother found out about his past and was very concerned about her daughter's dating the boy. The Follow-up Counselor called the matter to the parolee's attention, and the boy promised to go and talk the matter over with the girl's mother. Since he has explained to the mother his reasons for not having revealed his past, there seem to be no more problems in this respect. He is still dating the girl, and the only other problem he has had in the past, with drinking, is being greatly counteracted by his association with reputable friends. The girl is from a family who is well-respected in the community.

Joe was born in 1944, in __________, Georgia. His mother is deceased, and his father's occupation and whereabouts are unknown.

He finished 8th grade at a high school in __________, Georgia. He completed correspondence courses in auto mechanics, tire recapping, and electric appliance repair.

He was declared delinquent and confined to the Federal Reformatory, __________, Virginia, and later to the Federal Training School, Washington, D. C.

In 1964, he was convicted of robbery and sentenced to five years. At Draper, he enrolled in Technical Writing and Barbering in the Vocational Experimental School. Tests were administered before training began and on completion of training. Results were:

TEST	BEGINNING SCORE FORM X - DATE ___ GRADE PLACEMENT	ENDING SCORE FORM Y DATE DATE 9-65 GRADE PLACEMENT	COMPARATIVE PROGRESS + INCREASE - DECREASE
Reading Vocabulary	11.8	13.6	+1.8
Reading Comprehension	12.4	13.5	+1.1
Mathematics Reasoning	10.3	10.6	+0.3
Mathematics Fundamentals	9.0	11.5	+2.5
Mechanics of English	8.9	12.4	+3.5
Spelling	7.9	9.1	+1.2
Composite (Total Average)	10.0	11.8	+1.8

On the GED Test he attained an average standard score of 51.

On the Kuder Personal Preference Test the V score was invalid, and Joe was referred to the Counselors for assistance in choice of vocational training area.

In the Technical Writing Class, his overall grade was "C+." In Barbering, his grade was "A" in both class and shop. Both instructors made favorable comments about his attitude and work habits.

After graduation, he was paroled to employment as a barber in one of Alabama's larger cities. His beginning salary was $60 per week.

A CASE SUMMARY

(Failure)

Following Fred Harvey's release, the counselor began the follow-up that is performed for each releasee from the Vocational Experimental-Demonstration Project. An account of the problems he encountered with this graduate are taken from a follow-up report, as follows:

"Fred was released on parole to a job with the State Highway Shop. He was to find a boarding home in a nearby town and was instructed to report to the parole officer in that town. I learned from a prison associate of Fred's later that the graduate had stated, 'I am not going to report to my parole supervisor. I was on probation in ____________ before and did not have to report.'

"Fred had just enough money to purchase a ticket to his hometown. He had told his associates, 'I am going to my parents in ____________ and probably work for about two weeks and then go on to Texas.'

"It appears from what I can find out concerning Fred's attitude that he had no intention of trying to make a successful parole. I contacted the Parole Supervisor in his hometown who said he would try to contact the boy. Later, I contacted the Parole Supervisor to whom he should have reported and found that Fred had not reported to him. His hometown Parole Supervisor later told me that Fred had, in fact, reported to his office two days after he left prison. The Supervisor was not in, and the parolee was told to report back the next day, but he never did.

"Several days later, I made a trip to his hometown and attempted to find him at his grandmother's home. His grandmother felt Fred had already become involved in some kind of trouble. Therefore, I checked the county jail and found him there. He had been arrested on charges of two cases of grand larceny.

"At the county jail, I interviewed the graduate. He stated they had him charged with grand larceny which had something to do with stealing wallets in an office building in his hometown. He stated that he knew nothing about the crimes. However, as the Follow-up Counselor questioned him further, he admitted that he did take the wallets out of women's purses when they left their offices. He was caught on the scene by an eye-witness.

"Fred was very incoherent in his response to questioning; his answers were unrelated to the questions, and he appeared to be mentally disturbed. He was continually asking about the possibility of having the two cases of grand larceny reinstated. I think he meant the possibility of having his parole reinstated. He also had an idea that he could get a lawyer and have his parole transferred to his hometown. I emphasized to him the fact that it was too late; he had already violated parole. He then made an excuse that he thought he had three days to report to his Parole Supervisor.

"It had been explained to Fred on numerous occassions before he left the institution that he was to immediately report to his supervisor when he was released. I find it ironic, as well as coincidental, that the secretary at the parole office in his hometown missed her wallet and eight dollars the same day that Fred reported there. However, I do not believe she is going to file charges."

Fred Harvey was born in 1943 in ________ County, Alabama. His parents are married and living together. The graduate had trouble with the law during his early teens and was placed in a Boys' Industrial School. He completed the eighth grade during his confinement.

In 1965, this boy was tried and sentenced to three years in prison for grand larceny. During his confinement at Draper Correctional Center, he applied for and was accepted in the Vocational Experimental-Demonstration School as a welder trainee. A series of tests was given him to determine grade placement and other pertinent data. The MAT pre-test (composite-total average) was 5.4. This score was indicative of a need for intensive basic education. Sub-test scores revealed the following:

reading	3.2
language study skills	2.9
arithmetic computation	5.8

Upon completion of the course, post-test score (composite-total average) was 6.1, a net gain of .7. Reading increased to 4.2, a gain of 1.0; language, 4.5, a gain of 1.6. However, word knowledge which had been at a strength of 6.0 declined to 4.8, a difference of 1.2 grades.

In vocational training, Fred experienced difficulty in classroom work because of his reading deficiency. His instructor made the following comments, "He works hard and is willing to learn, but he doesn't understand what he reads." The instructor found that the boy could grasp the material if it were read to him, so class work was read to him throughout the course, either by the instructor or a college corpsman. His final grades were "B's" in both classroom and shop work, and his instructor remarked that Fred had improved more than any other member of his class. His final grade in personal-social relations was "C."

A CASE SUMMARY

(Failure)

Steve Palmer was born in 1944 in a small rural Alabama town. His parents were divorced during his early childhood. His father lives in __________, Alabama, and his mother resides in ____________, Florida.

He completed the eleventh grade at the local high school in his hometown. Steve was apparently living with his grandmother when he became involved in criminal acts. He was tried and sentenced to two years in prison for forgery.

After being transferred to Draper Correctional-Center he enrolled in the Vocational Experimental-Demonstration School to become a welder. Some test scores and results obtained while he was attending the school are noteworthy. The CAT pre-test score (composite-total average) was 8.9. Strengths were observed in spelling (11.5); mechanics of English (9.0); weaknesses were more pronounced in mathematics fundamentals (8.1); and reading comprehension (8.0). The CAT post-test score (composite-total average) was 10.9, and overall gain of 2.0 grades. Respectable gains were recorded in all areas; however, the highest was in reading comprehension (12.4), a net gain of 4.4 grades.

The Henmon-Nelson test of mental ability revealed an I. Q. of 94. The Kuder preference vocational test was administered; however, the V-score was invalid. Steve was referred to the vocational counselor for further consultation concerning his vocational interest.

Steve's vocational training record indicated a grade of "C" in classroom and a grade of "B" in shop work. His instructor made the following comments, "Average, has no background for this work. Willing and works hard;

would be able to handle job at entry level." His grade in personal-social development was "B."

James was graduated, paroled, and hired by an auto parts company located in ___________, Alabama. His starting salary was $65 per week. After working for two weeks, his employer asked him to lay off for one week due to lack of work. He did not return at the end of the lay-off period; therefore, his Parole Supervisor was contacted.

Action was immediately initiated to locate Steve. The __________ Parole Officer contacted the Parole Officer of an adjacent county for possible leads in locating Steve. Through a concerted effort of both officers, Steve was found living with his grandmother. He was requested to return to ________ with the Parole Officer for counseling and further disposition. En route, Steve removed a bank draft from the pocket of the parole officer. The draft was later discovered, concealed about his person.

Steve has been declared a parole violator and placed in a nearby road camp. No additional charges were filed against him.